CREATIVE ARTS

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement

Senior Phase
Grades 7-9

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

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Basic Education
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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 7-9

CREATIVE ARTS

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African curriculum 4

1.4 Time allocations 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2 8

2.1 What is Creative Arts? 8

2.2 Specific aims 8

2.3 Time allocation for Creative Arts in the curriculum 9

2.4 Overview of topics 13

2.4.1 Dance 13

2.4.2 Drama 15

2.4.3 Music 17

2.4.4 Visual Arts 21

SECTION 3 23

3.1 What is to be taught in Dance? 23

3.1.1 Dance in Grade 7 23

3.1.2 Dance in Grade 8 27

3.1.3 Dance in Grade 9 31

3.2 What is to be taught in Drama? 35

3.2.1 Drama in Grade 7 35

3.2.2 Drama in Grade 8 39

3.2.3 Drama in Grade 9 43

3.3 What is to be taught in Music? 47

3.3.1 Music in Grade 7 47

3.3.2 Music in Grade 8 53

3.3.3 Music in Grade 9 59

3.4 What is to be taught in Visual Arts? 63

3.4.1 Visual Arts in Grade 7 63

3.4.2 Visual Arts in Grade 8 69

3.4.3 Visual Arts in Grade 9 75

SECTION 4 79

4.1 Introduction 79

4.2 Informal daily assessment 79

4.3 Formal assessment 79

4.4 Programme of assessment 81

4.4.1 Dance (one of two art forms) 82

4.4.2 Drama (one of two art forms) 83

4.4.3 Music (one of two art forms) 85

4.4.4 Visual Arts (one of two art forms) 86

4.5 Recording and reporting 87

4.6 Moderation of assessment 88

4.7 Annexures 89

4.8 General 91

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3, 5
Social Sciences	**3**
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	4 (1, 5) (1) (1, 5)
TOTAL	**27, 5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4, 5
Natural Sciences	3
Social Sciences	**3**
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27, 5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27, 5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2: CURRICULUM AND ASSESSMENT POLICY FOR CREATIVE ARTS

2.1 WHAT IS CREATIVE ARTS?

The subject Creative Arts provides exposure to and study of a range of art forms including dance, drama, music and visual arts (including design and crafts) from Grade R to Grade 9. The main purpose of the subject Creative Arts is to develop learners as creative, imaginative individuals who appreciate the arts and who have the basic knowledge and skills to participate in arts activities and to prepare them for possible further study in the art forms of their choice in Further Education and Training (FET).

2.2 SPECIFIC AIMS

The intention of the subject Creative Arts is to:

- develop creative, expressive and innovative individuals and teams;
- provide learners with exposure to and experiences in dance, drama, music and visual arts;
- provide access to basic arts education for all learners;
- identify and nurture artistic talent, aptitude and enthusiasm;
- equip learners with adequate basic skills to pursue further studies in the art forms of their choice;
- develop an awareness of arts across diverse cultures;
- expose learners to the range of careers in the arts;
- develop arts literacy and appreciation;
- develop future audiences and arts consumers; and
- develop life skills through the arts.

Dance

The study of dance in the Senior Phase as part of Creative Arts focuses on providing opportunities for learners to experience the joy of dancing, to learn how to use their bodies safely, to develop their fitness for dancing and to develop sufficient basic skills to equip them for selecting Dance Studies as a subject in FET. Through improvisation and composition, learners of dance begin to explore and create their own movement sequences and begin to appreciate dance as a creative art. Since dance learning is both circular and linear, the same topics are repeated throughout the year, and in each subsequent year, with increasing complexity. Developing skills such as coordination, strength, flexibility, stamina, endurance and control takes a long time and requires regular practice.

Drama

The study of drama in Creative Arts gives learners tools to represent human experiences in dramatic form, through processes of participation, collaboration, exploration and presentation. Drama encourages the creative exploration of themes and issues, creates a safe context for this exploration, and provides opportunities to reflect on the insights

gained in the process. Learners appreciate and interpret a wide range of dramatic works both published and created in the class. The focus on physical and vocal warm-up activities is vital because these activities not only help to prevent injury, but also develop physical awareness, coordination and strength over time. Since the body and voice are the primary means of communication and expression in drama, they must be used safely and effectively. An important aspect of drama is the development of classroom performances (through improvisation/playmaking processes) based on a specific stimulus. In drama, the learner explores the motivation and the relationships between people in a real, imagined or historical context, to help him or her understand the world. The learner is encouraged to make decisions and to take responsibility for those decisions within the safe context of the drama.

Music

The study of music in Creative Arts aims to develop the ability to perform a variety of vocal and instrumental music in group and solo contexts. In addition, learners are exposed to the written and aural language of music through reading and writing music. Furthermore, the subject aims to develop the ability to create new music through improvising and composing, using both conventional and non-conventional compositional techniques. The content also enables learners to become informed listeners of music by actively listening to a variety of music ranging from Western, indigenous and popular music. If learners wish to study Music in the FET band, special effort should be made for them to develop the ability to perform instrumentally or vocally at an elementary level and have a good sense of rhythm and pitch. They should also be able to read staff notation at the end of Grade 9.

Visual Arts

Constant exposure to the content, concepts and skills of visual arts, through a range of different activities that vary in depth and breadth, will help learners develop a rich visual language and related skills. Critical and reflective thinking skills are developed, and learners reap enormous satisfaction from being able to express themselves in symbolic, visual ways. Progression in the visual arts is both cyclical and linear. Teaching should be age appropriate and sensitive to the development of genuine creativity. For those learners who wish to select FET Design or Visual Arts as subjects to study in the FET band, the study of Visual Arts in Senior Phase is crucial to equip them with the necessary foundational skills.

2.3 TIME ALLOCATION FOR CREATIVE ARTS IN THE CURRICULUM

Senior Phase

In Grades 7, 8 and 9, Creative Arts is allocated two hours per week. To allow for depth of study and to prepare them for arts subject choices from Grade 10 to Grade 12, learners study only **TWO** art forms.

Selection of art forms in Senior Phase

The selection of art forms in Senior Phase will be determined by each school, based on the following criteria:

- Availability of the minimum facilities and resources required for the subject
- Availability of specialist arts teachers on the staff or accessible to the school (e.g. itinerant teachers, parents, community artists)
- Learner abilities/talents and preferences

In selecting which art forms to offer, schools should be cognisant of the demands of the art form in allocating or selecting learners.

Pathways

Schools can offer a number of different Creative Arts pathways, depending on the criteria above, e.g.:

1. Dance and Drama
2. Dance and Music
3. Dance and Visual Arts
4. Drama and Music
5. Drama and Visual Arts
6. Music and Visual Arts

Staffing

- Learners could be taught both art forms by the same teacher capable of teaching both art forms (2 hours per week) or each of the two art forms could be taught by a specialist in each art form (1 hour per week each). The art forms should be taught throughout the year and not in half-year modules.
- Schools that offer some or all of the arts subjects in FET will have access to specialist teachers, facilities and resources in those subjects.
- Schools that have no arts specialists and do not offer any arts subjects in FET can decide, in consultation with the school management team, staff and governing body, which art forms they will offer. Teachers responsible for teaching Creative Arts in these schools will need to undergo intensive and ongoing training in one or two art forms.

Learner pathway selection

Learners should select or be selected according to their abilities in the art forms and their preferences. It would be preferable for learners to begin to specialise as early as possible but learners *with potential* who have not had access to an art form in Grade 7 and who wish to select it in Grade 8 or 9, should not be excluded.

Availability of the minimum facilities and resources required for the subjects

In selecting which art forms schools will offer in the Senior Phase, the following minimum resources are required:

ART FORM	MINIMUM FACILITIES	RESOURCES
Dance	Dance studio or hall or double classroom (open space preferably with a sprung wood floor)	Music system with CD player/iPod
Drama	Large classroom or hall	Music system
Music	Normal classroom and space for practice	Music system, musical instruments
Visual Arts	Art room or appropriate space	Arts equipment, consumables

Timetabling for the Senior Phase Creative Arts pathways

To ensure continuity and skills development, the two selected art forms should be taught throughout the year rather than in half-year blocks in Grades 7, 8 and 9. For example, in Dance it is essential to dance consistently every week to build strength, flexibility, stamina and control. Learners should have a minimum of ten contact teaching hours per art form per term during school time and at least once per week per art form after school. The continuity of regular practice at least twice per week is necessary to build skills. This applies especially to learners who are keen to study arts subjects in FET.

Due to the practical nature of the arts, these subjects need one-hour periods for learning to be effective. For dance and drama, sufficient time is needed to change into relevant clothing, to warm up, to have time to develop the practical work, to cool down and to change back into school uniform. For Visual Arts and Music, time is needed to set up, work practically and clean up. The time could be allocated in a block of double or triple periods.

It is often a good idea to place Creative Arts lessons before a break or at the end of the day so that learners can continue for longer than would be possible at other times.

Timetabling will depend on various factors, such as the number of classes in a grade, the number of Creative Arts teachers and the number of learners per pathway.

It is highly recommended that high schools offering the arts subjects in FET select learners for pathways in Grades 8 and 9 according to ability and interest, to ensure that they have sufficient basic skills to qualify for entry into the arts subjects in Grade 10.

Below are a few suggestions for timetabling in a high school:

A) Arts pathways classes towards FET

In this scenario, learners are assigned to Grade 8 and Grade 9 classes according to their art subject choices, e.g.:

- Grade 8A & Grade 9A are Dance and Drama learners
- Grade 8B & Grade 9B are Dance and Music learners
- Grade 8C & Grade 9C are Music and Visual Arts learners
- Grade 8D & Grade 9D are Dance and Visual Arts learners
- Grade 8E & Grade 9E are Music and Drama learners
- Grade 8F & Grade 9F are Drama and Visual Arts learners

In this case, the classes can be timetabled across the school day.

B) Creative Arts timetable block

In this scenario Grade 8 and Grade 9 classes are not assigned according to their arts choices. Two or three consecutive periods per week each are blocked off for Grades 8 and 9, and all the learners in the grades divide up into whichever pathway they are following at this time.

Rationale for the organisation of the content

Since arts learning is both circular and linear, the same topics are repeated throughout the year, and in each subsequent year, with increasing complexity. It takes a long time to build up skills and it requires regular practice.

The nature of progression in skills is found in the following:

- introducing new concepts and skills
- increasing vocabulary in the arts form
- increasing the ability to listen well, respond to instructions and work with others
- increasing skills in the art forms
- increasing confidence, self-discipline, focus and creativity

2.4 OVERVIEW OF TOPICS

2.4.1 Dance

A dance curriculum cannot address the needs of every dance form. In line with international parity, this curriculum has been written with the three most popular dance forms in South Africa in mind: African dance, classical ballet and contemporary dance. If other dance forms are considered, the Department of Basic Education (DBE) should be provided with details of precisely how the dance form would be adapted to fit the needs of the curriculum.

TOPICS	GRADE 7 DANCE	GRADE 8 DANCE	GRADE 9 DANCE
Topic 1 **Dance performance**	• Dance conventions: greeting, use of space, controls • Warm-up: gradually building up a warm-up ritual and introduction to principles of posture and alignment	• Dance conventions: safe environment, code of conduct • Warm- up: gradually building up a warm-up ritual focusing on posture and alignment	• Dance conventions: use of space, respect for others, class discipline • Warm-up: gradually building up a warm-up ritual with focus on safe dance practice, placement and kinaesthetic awareness
	• Floor work: limbering; joint mobility	• Floor work: core stability, breathing, strengthening limbs, hands and arms coordination	• Floor work: core stability and side bends; hip mobility and strengthening exercises of the legs and feet
	• Body-part isolation	• Body-part isolation combining different body parts	• Body part isolation with increasing complexity and patterning
	• Arm movements for coordination and mobility	• Arm movements and hand gestures for coordination and control	• Arm exercises to develop fluidity
	• Leg muscles and joint mobility, strengthening and control: knee bends and rises, simple leg brushes/shuffles and footwork	• Leg muscles and joint mobility, strengthening and control: knee bends and rises in parallel and turned-out positions; low brushes, lunges, circular leg movements and kicks/ extensions	• Leg muscles and joint mobility strengthening, and control: knee bends and rises, with coordinating arms; low and high brushes, balancing on one leg, circular leg movements and kicks/ extensions in all directions
	• Turns: introduction to turning with “spotting” (eye focus) • Transfer of weight from side to side, forward and backward • Preparation for aerial movement with safe landings, foot isolations, locomotor movements and steps with rhythmic variations	• Turns on the spot and on one leg with spotting • Transfer of weight changing directions • Articulation of the feet and jumps/footwork sequences with safe landings, travelling and aerial movement combinations across the floor changing directions, using a range of music genres and rhythms	• Turns: travelling with spotting • Transfer of weight at a slow pace with control and balance • Building stamina through jumping, step-hops, galloping and leaping with coordinating arm movements and changes of directions, to varied music genres and rhythms with variations in dynamics (speed, energy)
	• Steps from a South African dance	• Steps and sequences from a social or popular dance • Presentation skills: eye focus, commitment to movements, memory of dance steps	• Dance steps and style from an indigenous South African culture • Short fast dance sequences with attention to detail, commitment to movement, focus, musicality and spatial awareness between dancers
	• Cooling down and stretching	• Cooling down: flowing lyrical movements to slow, calm music with stretching	• Cooling down with flowing lyrical movement and relaxation imagery followed by gentle slow stretching

TOPICS	GRADE 7 DANCE	GRADE 8 DANCE	GRADE 9 DANCE
Topic 2 **Dance improvisation and composition**	• Dance elements - Space – levels, directions, pathways, shape, size - Time – tempo, rhythm, accent - Force – flow of energy	• Dance elements - Space – symmetry and asymmetry, patterning - Time – slow motion, double time, syncopation and polyrhythms - Force – weight, energy, gravity, counterbalance • Locomotor and non-locomotor movements, varying directions, levels and tempo	• Dance elements - contrasting dynamics • Natural gestures with exaggeration, slow motion and repetition • Composition structures: beginnings and endings, repetition, stillness, transitions, unison and canon
	• Relationships – working in pairs/groups • Movement vocabulary in response to different stimuli • Eye contact and eye focus	• Relationships: leading and following, unison movement, active and passive • Gestures: literal to abstract	• Relationships: meeting and parting, call and response, blind and guide, positive and negative shapes, giving and receiving weight
	• Composition of a short dance sequence based on a South African picture, photograph or theme	• Composition exploring an idea, mood or thought	• Composition based on different stimuli
Topic 3 **Dance theory**	• Dance terminology introduced in practical classes • Importance of posture and alignment • Importance of warming up and cooling down • Importance of spotting	• Dance terminology introduced in practical classes • Code of conduct • Purpose of warming up and cooling down • Social/popular dance • Dance and related careers	• Dance terminology introduced in practical classes • Principles of posture and alignment • Use of core, use of spine, safe landings • Self-reflection on own dance experiences
	• Dance literacy – own and others'; how movements convey meaning • Dance elements: space, time, energy/force, relationships • Different dance forms (at least 3)	• Dance literacy – description of a dance seen in the community, on television or on stage	• Dance literacy – simple analysis of own dances and dances seen on stage, in communities, on television, or on DVD • Comparison between the dance forms in South Africa

2.4.2 Drama

TOPICS	GRADE 7 DRAMA	GRADE 8 DRAMA	GRADE 9 DRAMA
Topic 1 **Dramatic skills development**	**Vocal development** Explore • relaxation exercises • breathing exercises: awareness of breath • resonance exercises • articulation exercises and tongue twisters • exercises for audibility in classroom drama • vocal expressiveness in spontaneous conversation and presentation **Physical development** • Release of tension, loosening and energising the body • Controlled focused movements through mirror work • Warm-up using imagery to explore movement dynamics • Lead and follow movements in pairs, small groups and as a class	**Vocal development** Explore • relaxation exercises • breathing exercises: breath control and capacity • correct posture and alignment (neutral position) • tone and resonance exercises • articulation exercises • interpretation skills, using pause, pitch, pace, stress, intonation and tone • exercises for audibility in classroom drama **Physical development** • Release of tension, loosening and energising the body • Concentration and focus in movement • Trust exercises • Creating character and mood through movement	**Vocal development** Explore • relaxation exercises • breathing exercises: breath control and capacity • correct posture and alignment (neutral position) • tone and resonance exercises • articulation exercises • projection exercises • modulation exercises • interpretation skills, using pause, pitch, pace, projection, intonation and tone **Physical development** • Release of tension, loosening and energising the body • Development of focus through exercises • Spinal warm-up • Isolating body parts to tell story, express mood or character • Understanding purpose of warming up and cooling down • Creating an environment through the body • Physical characterisation
Topic 2 **Drama elements in playmaking**	Short improvised dramas to explore structure of drama: beginning, middle and end • Shape and development of the scene • Exploration of relevant themes • Groupings and physical relationships in space • Consideration of the audience in exploring different spatial arrangements • Characterisation: observe, imitate and invent detail • Drama elements in cultural and social events compared to their use in theatre • Reflection on drama: give and receive feedback constructively	Written sketch or polished improvisations: • Theme(s) related to a social or environmental issue for the drama • Isolating and developing a topic from the research • Structure of the performance • Shape and focus of the performance • Specialised style, e.g. melodrama, comedy, tragedy, farce, musical and puppet show. • Technical resources to enhance the performance	Classroom drama reflecting cultural practices: • Integration of cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols • Purpose of performance • Basic staging conventions • Exploration of performance space: appropriate groupings and movement patterns • Technical elements: design, develop and make

TOPICS	GRADE 7 DRAMA	GRADE 8 DRAMA	GRADE 9 DRAMA
Topic 3 **Interpretation and performance of selected dramatic forms**	Interpretation and performance techniques in: • folktales • choral verse • reflection on own and others' performances, constructive feedback	Interpretation and performance techniques in: • indigenous poems/praise poetry written by South African poets, performed individually and/or in groups • dialogues or dramatised prose or indigenous storytelling	Interpretation and performance techniques in: • poetry or dramatised prose or monologue • scene work (theatre/television) or radio dramas
Topic 4 **Appreciation and reflection**	Appreciation and reflection of at least ONE professional performance, preferably live, through the course of the year	• Appreciation and reflection based on peer interpretation and performance of *polished improvisation*, using drama terminology • Appreciation and reflection of the poetry performance, dialogues or dramatised prose or indigenous storytelling, using drama terminology • Appreciation and reflection of at least ONE professional performance preferably live, through the course of the year	• Appreciation and reflection based on peer interpretation of the *polished improvised performance*, using drama terminology • Appreciation and reflection of the poetry or dramatised prose or monologue, radio drama or scene, using drama terminology • Appreciation and reflection of at least ONE professional performance, preferably live, through the course of the year
Topic 5 **Media and careers**	Exploration: • Performers • The creative team • The support team • Related fields of study	• Accessible and relevant media • Media forms such as film, television, radio, documentaries and the internet • Drama elements in the selected media form	• Positive and negative effects of media • Stereotyping (including typecasting, labelling, stock characters) in stories, theatre, film, television and radio • Stereotyping according to age, gender, class/status and culture, etc.

2.4.3 Music

TOPICS	GRADE 7 MUSIC	GRADE 8 MUSIC	GRADE 9 MUSIC
Topic 1 **Music literacy**	• Letter names of notes on the treble clef • Revision of the concept of note values (already covered in Grades 4 – 6) and cover all note values • Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers **Pitch** • Sight singing melodic phrases from known and unknown songs using tonic sol-fa • Following musical scores while listening to music • Duration: Introduction of the dotted note, also in relation to: - crotchets - quavers - minims - semibreves - dotted minim • Treble and bass clef • Duration: consolidation of content learned • Treble and bass clef • Letter names of notes on the treble and bass clef • Clapping or drumming polyrhythmic phrases	**Duration** • Meter – 2/4; 3/4; 4/4; compound duple 6/8 • Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8 **Pitch** • Consolidation of the construction of the major scale: C, G, D and F major • Reading (singing or playing) music in the keys of C, G, D and F major • Music terminology • Tempo: moderato, presto, ritardando, a tempo • Articulation: legato, staccato	**Duration and pitch** • Writing the scales of C, G, D and F major in the treble and bass clefs • Key signatures of C, G, D and F major • Ledger lines • Intervals • Triads • Writing of C, G, D and F major scales in the treble clef rhythmically using note values learnt • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming

TOPICS	GRADE 7 MUSIC	GRADE 8 MUSIC	GRADE 9 MUSIC
Topic 2 **Music listening**	• Listening to performed music and identifying or describing the: - beats including – duple (two beats), triple (three beats) and quadruple (four beats) meter - instruments used in the performance - the story the music is telling (sad/happy, recognizing a dance, march, etc.) • Following simple musical scores while listening to music • Active listening to a variety of recorded or live music by clapping or humming or moving • Listening to a variety of recorded or live music and describing the: - Meter of the music as duple or triple or quadruple time - Tempo (fast/slow) - Dynamics (soft/loud) - Meaning or story of the music - Lyrics of the music - Texture of the music • Creating a graphic score (sound picture) of a musical piece that has been listened to, e.g. storm, rain	• Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music): - Meter (duple, triple and quadruple) - Dynamics (piano, forte) - Repetition (rhythmic and melodic) - Contrasts in tempo and texture - Meaning of the lyrics • Listening to the sound of the families of instruments and describing how the sound is produced: - membranophones - idiophones - chordophones - aerophones • Listen to recorded or live music and identifying the sound of instruments in a variety of works using the following instruments: - chordophones - idiophones - membranophones - aerophones • Listening to recorded or live music and writing own impression focusing on: - message of the music (lyrics) - instruments/voices used - tempo - dynamics	• Listening to the sound of the families of orchestral instruments and describing how sound is produced: - strings - woodwind - brass - percussion • Listening to one of the following styles: Reggae, kwaito, R&B, African jazz • Writing own impression of the music focusing on the - artist/s - special features of the music with regard to rhythm, tempo, instruments, voices • Story of the music/lyrics - Listening to excerpts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco) - Writing a storyline of a musical/opera • Sing along with one of the choruses/solos • Discussion of the National Anthem reflecting on the:

TOPICS	GRADE 7 MUSIC	GRADE 8 MUSIC	GRADE 9 MUSIC
Topic 3 **Performing and creating music**	• Breathing exercises • Developing the ability to sing in tune through a repertoire of songs that include: - the National Anthem of South Africa - folksongs (indigenous songs, cultural songs) - popular music - light music - rounds - part singing (songs with descants) • Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments • Playing music from graphic scores • Creating instrumental music in group and solo context: - Rhythmic repetition through clapping or drumming • Continuous development of in-tune singing through a repertoire of songs that include instruments learners may be studying (optional) • Performing and composing music that uses non-conventional notation, e.g. graphic scores • African drumming • Creating own vocal and instrumental music in group and solo context: - melodic repetition (vocal or instrumental) - melodic question and answer (vocal or instrumental) - rhythmic improvisation on an ostinato or riff by clapping or drumming - vocal or melodic improvisation on an ostinato or riff - rhythmic improvisation on African drums	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/ popular musical styles: - choral works - group instrumental works - solo vocal works - solo instrumental works • Creating own music in group and solo context by composing a musical work and adding another art form to it	• Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/ popular musical styles: - choral works - group instrumental works - solo vocal works - solo instrumental works • Writing own music in group and solo context by rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given • Group or solo performances from the standard repertoire of Western/African/Indian/ popular musical styles focusing on a performance of the music learners were asked to appraise in topic 2 • Creating own music in group and solo context • Adding music to words (two lines) • Group or solo performances from the appropriate repertoire of Western/African/Indian/ popular musical styles • Adding music to words of a poem (four lines) • Creating an advertisement for a product or event using own lyrics and music

TOPICS	GRADE 7 MUSIC	GRADE 8 MUSIC	GRADE 9 MUSIC
	• Performing music that uses non-conventional notation, e.g. graphic scores • Creating a sound picture based on a story or poem using the voice or instruments - light music - rounds • Creating own vocal and instrumental music in group and solo context: - rhythmic and melodic improvisation on an ostinato or riff • Writing own four-line song lyrics and melody based on a social issue		

2.4.4 Visual Arts

TOPICS	GRADE 7 VISUAL ARTS	GRADE 8 VISUAL ARTS	GRADE 9 VISUAL ARTS
Topic 1 **Create in 2D**	Own and wider world: observation and interpretation of *own* visual world through various approaches to • drawing (line, tone, texture, mark-making) • painting (colour-mixing, brush manipulation, personal interpretation) • exploration of a variety of media • simple etching techniques (e.g. scraperboard) Using • art elements (shape, line, tone, texture, colour to include complementary colour, monochromatic colour) • design principles • design projects using art elements and design principles • lettering and design projects: images and text • pattern-making (drawings, collages, designs, surface decorations) • variation of paper size and format (different scale and degrees of detail)	Own and wider world: observation and interpretation of *own and broader* visual world through increasing complexity of • drawing • painting • exploration of media • etching techniques Using • art elements (same as before, but include analogous/related colour) • design principles • drawing and painting with extended use of media and techniques • design projects • lettering and design projects • pattern-making • variation of paper size and format	Own and wider world: observation and interpretation of *global* visual world. through increasing complexity of • drawing • painting • exploration of media • etching techniques Using • art elements (same as before, but include analogous/related colour) • design principles • drawing and painting with extended use of media and techniques • design projects • lettering and design projects • pattern-making • variation of paper size and format
Topic 2 **Create in 3D**	• Three-dimensional art works and design projects based on *own* world focusing on art elements and design principles with emphasis on accurate or imaginative representation; conscious use of space; spatial awareness: developing understanding of plane, depth and visual perspective • Themes to explore learner's interests • Construction and modelling techniques to explore spatial awareness • Manipulation of a variety of materials and tools using good craftsmanship and safety precautions • Concern for the environment: use of recyclable materials	• Three-dimensional art works and design projects of increasing complexity based on *wider* world focusing on art elements and design principles • Themes to explore the social world, and popular culture • More complex construction and modelling techniques to deepen spatial awareness • Extended manipulation of a variety of materials and tools using good craftsmanship and safety precautions • Concern for the environment: use of recyclable materials	• Three-dimensional art works and design projects of increasing complexity based on *global* world focusing on art elements and design principles • Themes to explore current events in the global world • Personalised construction and modelling techniques to further deepen spatial awareness • More complex manipulation of a variety of materials and tools using good craftsmanship and safety precautions • Concern for the environment: use of recyclable materials

TOPICS	GRADE 7 VISUAL ARTS	GRADE 8 VISUAL ARTS	GRADE 9 VISUAL ARTS
Topic 3 **Visual literacy**	• Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles	• Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles	• Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles
	• Interpret, analyse and recognise symbolic language with reference to - buildings - still life - local craft and crafters - masks - groups of figures	• Interpret, analyse and recognise symbolic language with reference to - creative lettering - functional containers - fashion design careers in the arts	• Interpret, analyse and recognise symbolic language with reference to - portraits - the role of the artist - social commentary - popular culture - design in public commentary
	• The role of the artist in own society as contributor and observer	• The role of the artist in wider society and careers in the arts and design fields	• The role of the artist in global society as contributor, observer and social commentator
	• Introducing research skills	• Developing research skills	• Further development of research skills
		• Planning and preparation: with guidance, collect resources, visual information and preliminary drawings and sketches in preparation for the final projects	• Planning and preparation: same as before but works independently

SECTION 3: TERM PLANS

Learners study **only TWO** art forms in Grades 7, 8 and 9. Each art form is allocated a minimum of ten hours contact teaching time per term. For easy access, each art form from Grades 7 to 9 is laid out below separately.

3.1 WHAT IS TO BE TAUGHT IN DANCE?

3.1.1 Dance in Grade 7

SENIOR PHASE	TERM 1	GRADE 7
Topic 1 **Dance performance**	**Suggested contact time** 45 minutes per week	**Recommended resources** Music system, CDs or percussion instruments
Content/concepts/skills • Dance conventions: setting up a safe classroom environment (control cues, cleanliness, personal hygiene); establish conventions for entering, leaving and greeting; establish a classroom code of conduct; establish codes for required dance-wear, appropriate use of space (own and others), respect for and sensitivity to other dancers, trust exercises • Introduction to principles of posture and alignment • Warm-up: walking and running, interspersed with freezes that show variation in shape, direction and level • Introduction to floor-work for core stability, strength and flexibility: flexing and stretching feet, rounding/lengthening of the spine • Joint mobility: knee bends and rises on two legs with legs in parallel position and outwardly rotated at the hips • Transference of weight from side to side • Preparation for safe landing from movements of elevation/aerial movements – small jumps from two feet landing "toe-ball-heel-bend" • Simple locomotor movement combinations across space: running, skipping and galloping • Cooling down with safe slow stretching		
Topic 2 **Dance improvisation and composition**	**Suggested contact time** 15 minutes per week	**Recommended resources** Textbook**,** music system, CDs or percussion instruments
Content/concepts/skills • Introduction to elements of dance: space, time, energy/force, relationships • Exploration of elements of dance: space – shape, dimension, level, direction, pathways • Exploration of elements of dance: time – duration, tempo, accent, phrases – using rhythm-steps, e.g. stamps, claps, body percussion		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Integrated with topics 1 and 2	**Recommended resources** Textbook, worksheet on warming up, own workbook for dance vocabulary and illustrations
Content/concepts/skills • Dance terminology • Importance of warming-up • Importance of good posture and alignment • Discussion of elements of dance: space and time		

SENIOR PHASE	TERM 2	GRADE 7
Topic 1 **Dance performance**	**Suggested contact time** 45 minutes per week	**Recommended resources** Textbook**,** music system, CDs or percussion instruments
Content/concepts/skills • Consolidation of work done in term 1 • Warm-up exercises, focusing on posture and alignment • Floor work for core stability, strength and flexibility: flexing and stretching feet, inward and outward rotation of the legs from the hip joints, strengthening and mobility exercises for feet, legs and hips, strengthening exercises for abdominal and spinal muscles • Arm movements to develop mobility, coordination and control • Body-part isolations: head, shoulders, torso and hips • Transference of weight forward and backward • Small jumps off two feet, changing direction with emphasis on safe landings (toe–ball–heel–bend) • Introduction to principles of spotting during turning movements • Learning a short movement sequence using travelling/locomotor steps • Cooling down with relaxation and slow stretching while sitting		
Topic 2 **Dance improvisation and composition**	**Suggested contact time** 15 minutes per week	**Recommended resources** Textbook**,** music system, CDs or percussion instruments
Content/concepts/skills • Exploration of dance elements: force – flow of energy, opposites (strong/light, jerky/smooth) • Exploration of dance elements: relationships to the floor, other dancers, props		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Integrated with topics 1 and 2	**Recommended resources** Textbook, workbook, worksheet on dance elements
Content/concepts/skills • Dance terminology • Importance of spotting during turning movements • Importance of cooling-down • Talking about own and others' dance work in class with sensitivity • Discussion of elements of dance: energy/force and relationships		

SENIOR PHASE	TERM 3	GRADE 7
Topic 1 **Dance performance**	**Suggested contact time** 45 minutes per week	**Recommended resources** Music system, CDs or percussion instruments, textbook
Content/concepts/skills • Consolidation of work done in terms 1 and 2 • Warm-up as before, with increasing complexity • Floor work for core stability, strength and flexibility: articulation of the feet, increasing mobility of the ankle, knee and hip joints, strengthening exercises for feet and legs, strengthening exercises for abdominal and spinal muscles • Body-part isolations: hands, arms and feet • Leg extensions, brushes, circular leg movements and kicks • Simple half and full turns with spotting • Small jumps off two feet landing on one foot and off one foot landing on one foot focusing on safe landing • Combinations of locomotor movements with coordinating arm movements • Learning dance steps from a South African dance • Cooling down and leg stretches – lying down		
Topic 2 **Dance improvisation and composition**	**Suggested contact time** 15 minutes per week	**Recommended resources** Music system, CDs or percussion instruments, textbook, pictures, props
Content/concepts/skills • Response to different stimuli: themes, ideas, stories, pictures, music or props to develop movement vocabulary, utilising knowledge of elements of dance • Exploration of the importance of eye contact and eye focus		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Integrated with topics 1 and 2	**Recommended resources** Textbook, pictures of different dance forms
Content/concepts/skills • Discussion of how movements may convey meaning • Selection of three different dance forms, viewing excerpts on DVD/live and discussion of their similarities and differences		

SENIOR PHASE	TERM 4	GRADE 7
Topic 1 **Dance performance**	**Suggested contact time** 45 minutes per week	**Recommended resources** Music system, CDs or percussion instruments, textbook, assessment instrument
Content/concepts/skills • Consolidation of class-work covered in terms 1 to 3 in preparation for formal assessment • Mastering and performing a short group dance for formal assessment		
Topic 2 **Improvisation and composition**	**Suggested contact time** 15 minutes per week	**Recommended resources** Music system, CDs or percussion instruments, textbook, stimuli such as pictures or photographs
Content/concepts/skills • Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme for formal assessment		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Integrated with topics 1 and 2	**Recommended resources** Textbook, worksheets, workbook of dance words, short written test
Content/concepts/skills • Revision of dance theory and literacy topics from terms 1, 2 and 3 for formal assessment		

3.1.2 Dance in Grade 8

SENIOR PHASE: DANCE	TERM 1	GRADE 8
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or percussion instruments, textbook
Content/concepts/skills • Dance conventions**:** setting up of a safe environment (class management system): greeting, focus, controls, use of space, code of conduct • Warm-up: locomotors with change of directions and focus • Floor work: core stability exercises for strengthening back and abdominal muscles, focusing on breathing, curving and lengthening the spine • Leg muscles and joint strengthening and mobility: knee bends and rises in parallel and turned-out positions and low leg extensions/brushes • Exercises to develop eye focus in preparation for turns • Transfer of weight movement combinations • Articulation of the feet and mobility of the ankle and knee joints: foot isolations and small jumps with safe landings • Travelling movement combinations across the floor with changing directions, e.g. walks and runs • Cooling down with imagery and safe, slow stretching		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term Improvisation can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, instruments, , textbook
Content/concepts/skills • Exploration of the eight basic locomotor movements, varying space, directions and tempo: walk, run, skip, hop, jump, slide, gallop, leap • Exploration of non-locomotor movements: curl, uncurl, bend, twist, swing, turn, kick and others • Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Contact time 1 hour per term plus homework time	**Recommended resources** Videos, live performances (optional), dance books, dance magazines, textbook, materials for making a poster, worksheets
Content/concepts/skills • Code of conduct in the dance class: discussion, negotiation and generating a class poster • Dance terminology: locomotor and non-locomotor movement terms		

SENIOR PHASE: DANCE	TERM 2	GRADE 8
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook
Content/concepts/skills • Consolidation of work done in term 1 • Warm-up ritual built up gradually focusing on posture and alignment • Floor work: developing strength and mobility in hips and feet • Body-part isolations, combining different body parts. e.g. shoulders and ribs, hips and knees • Hand gestures, articulation and coordination • Leg muscles and joint strengthening and mobility: as before plus lunges, leg lifts and kicks • Transfer of weight – lunges and steps in all directions • Simple turns with eye focus • Articulation of the feet and mobility of the ankle and knee joints: foot isolations, small jumps off two feet landing on two feet with rhythmic patterns, focusing on safe landing • Aerial/travelling movements moving across space using a range of music genres and rhythms • Steps and sequences from a social or popular dance form • Cooling down: gradual reduction of speed and size of movements and stretching		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term Improvisation can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, instruments, textbook
Content/concepts/skills • Dance elements: time – slow motion, double time, varying accents and polyrhythms • Relationships: leading and following, unison movement • Composition of movement sentences in pairs, varying tempo and accent		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Contact time of 1 hour per term plus own research time	**Recommended resources** Worksheets, dance books, dance magazines, pictures, DVD (optional) textbook
Content/concepts/skills • Purpose of warming up: to increase oxygen intake, heart rate, flexibility of joints and elasticity of muscles and to reduce risk of injury and focusing the mind • Purpose of cooling down: gradually reducing speed and size of movements, returning heart rate and breathing to normal • Discussion of a social or popular dance: origin, characteristics, effect on the dancers and audience		

SENIOR PHASE: DANCE	TERM 3	GRADE 8
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or percussion instruments
Content/concepts/skills • Consolidation of work done in terms 1 and 2 • Add on to the warm-up ritual with spinal rolls, side bends, swinging arms and circling different body parts • Floor work: add on arm mobilisation, positions and sequences • Arm movements, positions, control and coordination • Leg muscles and joint strengthening and mobility: knee bends and rises with balances, circular leg movements and kicks in all directions • Transfer of weight combinations with rhythmic variations • Turns on one leg, with eye focus • Articulation of the feet and mobility of the ankle and knee joints: foot isolations, small jumps off two feet landing on one foot and off one foot landing on one foot, with safe landings • Travelling/aerial steps across space, e.g. gallops, step hops and leaps • Learning a short group dance focusing on team work and presentation skills • Cooling down: stretching and relaxation exercises with soft gentle music		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term; improvisation can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, textbook
Content/concepts/skills • Exploration of dance elements: space – symmetry, asymmetry and patterning • Exploration of dance elements: force – how the use of energy/force affects the quality of dance movement; weight; gravity; counterbalancing force • Relationships within and between bodies: active and passive		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Contact time 1 hour 30 minutes per term plus own research time	**Recommended resources** Worksheets, videos, live performances/ DVDs (optional), dance books, dance magazines, textbook
Content/concepts/skills • Discussion of a dance seen in the community, or on television or on stage: type of dance, movements used, type of music used, ideas/themes conveyed • Dance and related careers research and presentation: skills, qualifications and qualities needed; description of career		

SENIOR PHASE: DANCE	TERM 4	GRADE 8
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or percussion instrument/s, textbook, assessment instrument
Content/concepts/skills • Mastery of the dance technique from the previous terms in preparation for formal assessment • Mastery and performance of a short group dance showing commitment to the movement, attention to detail, timing and spatial awareness for formal assessment • Cooling down using flowing lyrical movements to slow, calm music followed by stretching of all body parts		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term; can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, percussion instruments, assessment instrument
Content/concepts/skills • Exploring gestures and changing them from literal to abstract • Combining gestures into a movement sentence • Composing a movement sequence that uses gestures to explore an idea, mood or thought for formal assessment		
Topic 3 **Dance theory and literacy**	**Suggested contact time** Contact time of 2 hours per term plus homework and own revision time	**Recommended resources** Worksheet/notes on dance elements and dance terminology, examination/ test paper
Content/concepts/skills • Revision of dance theory and literacy from terms 1, 2 and 3 • Reflection on own dance experiences		

3.1.3 Dance in Grade 9

SENIOR PHASE: DANCE	TERM 1	GRADE 9
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook
Content/concepts/skills • Dance conventions: greeting/acknowledgement at start and end of class, use of space (moving across the space in twos, no bumping, respect for others, class discipline) • Warm-up ritual built up gradually including: - spinal warm-up, arm swings/reaches/lunges as per dance form - floor work core stability exercises for back and stomach muscles: rounding and lengthening of the spine and side bends - leg muscles, ankle and knee joint mobility and strengthening: knees bends and rises, in parallel and turned-out positions, emphasising alignment • Body part isolations, combining body parts, with rhythmic patterning • Feet warm-ups and small jump sequences • Combinations of locomotor steps moving across space, changing directions • Cooling down with relaxation imagery and slow, safe stretching		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term or integrated with technical classes	**Recommended resources** Music system, CDs, instruments, textbook
Content/concepts/skills • Exploration of natural gestures and varying them through exaggeration, slow motion and repetition • Composition structures: beginnings and endings, repetition, stillness • Composition of a sequence in partners, based on gestures, with clear beginning and ending, repetition and stillness		
Topic 3 **Dance theory and literacy**	**Suggested contact time** 2 hours per term plus own research time	**Recommended resources** Textbook, posters of skeleton/spine, notes on warming up and cooling down, workbook
Content/concepts/skills • Introduction to principles of posture and alignment • Use of core, use of spine, safe landings		

SENIOR PHASE: DANCE	TERM 2	GRADE 9
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook
Content/concepts/skills • Consolidation of work done in term 1 • Add on to the warm-up ritual focusing on safe dance practice, e.g. stance with knees aligned over middle toes when bending, placement of feet and arms, strong lifted centre • Floor work: core stability and strengthening exercises with focus on breath, flowing and lengthening from a strong centre • Ankle, knee and shoulder joint mobility and strengthening: knee bends and rises with coordinating arms • Leg exercises for balance and control focusing on outward rotation in the hips (turn out) to increase stability, strength and range of movement in the hip joint: brushes, kicks and balancing on one leg • Turning on the spot and travelling with eye focus (spotting) • Transfer of weight at a slow pace with control and balance • Articulation of the feet in preparation for small jump sequences with changes of direction • Learning dance steps and style from an indigenous South African dance • Cooling down and safe, slow stretching		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term; can be integrated with or interspersed between technical dance work	**Recommended resources** Music system and CDs or musical instruments, textbook
Content/concepts/skills • Relationships: working in pairs – meeting and parting, call and response, blind and guide, positive and negative shapes, giving and receiving weight • Composition structures: focusing on transitions between movements, unison and canon		
Topic 3 **Dance theory and literacy**	**Suggested contact time** 2 hours per term plus own research time	**Recommended resources** Textbook, DVDs/videos/live performances, dance books, dance magazines, writing materials, workbook
Content/concepts/skills • Dance terminology – names of steps (as covered in the practical components), dance elements (time, space, force) • Analysis of own and others' dances using dance terminology: clarity of idea, composition, structure, use of design elements		

SENIOR PHASE: DANCE	TERM 3	GRADE 9
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook
Content/concepts/skills • Consolidation of work done in terms 1 and 2 • Add on to the warm-up ritual with focus on safe dance practice and kinaesthetic awareness (correct placing of body in space), knee bends, rises and balances with coordinating arms • Arm exercises to develop fluidity • Leg exercises: strengthening and lengthening of the muscles and extending the range of movement in the joints: low and high brushes and kicks and circular movements of the legs from the hips • Building stamina through jumping, galloping, leaping and combinations of large motor movements to varied music genres and rhythms, with variations in dynamics (speed, energy) • Learning a short fast dance sequence with attention to quick footwork • Cooling down – flowing lyrical movement in pairs followed by gentle, slow stretching		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term; can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, instruments, props, pictures, obstacles, textbook
Content/concepts/skills • Exploration of dance elements: contrasting dynamics • Exploring ideas, moods and/or thoughts through movement using different stimuli, e.g. props, obstacles, sport movement, geometric shapes, teenage mood swings • Composition of a movement sequence based on a stimulus, in pairs or small groups		
Topic 3 **Dance theory and literacy**	**Suggested contact time** 2 hours per term plus own research time	**Recommended resources** Textbook, worksheets, dance books, dance magazines, writing materials, workbook
Content/concepts/skills • Dance literacy: discussion of a dance seen live on stage, in communities, on television, or on DVD (with reference to genre, context, description of movement, accompaniment and inventiveness) • Comparison between three dance forms in South Africa: origin, culture, type of movements		

SENIOR PHASE: DANCE	TERM 4	GRADE 9
Topic 1 **Dance performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook
Content/concepts/skills • Mastery of the dance class as in previous terms with attention to detail, correct posture, correct alignment and safe landings from aerial movements, in preparation for formal assessment • Mastery and performance of a group dance sequence showing commitment to movement, focus, musicality and spatial awareness between dancers, for formal assessment		
Topic 2 **Improvisation and composition**	**Suggested contact time** 2 hours per term; can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, instruments, props, textbook, raps, poems, songs
Content/concepts/skills • Composition of a movement sequence with a partner or group, using a theme with a prop and a poem, rap, song or music, incorporating composition structures, for formal assessment		
Topic 3 **Dance theory and literacy**	**Suggested contact time** 2 hours per term plus own revision time	**Recommended resources** Examination paper and marking memorandum, textbook, workbooks
Content/concepts/skills • Reflection on own dance experiences • Revision of the year's work for formal assessment		

3.2 WHAT IS TO BE TAUGHT IN DRAMA?

3.2.1 Drama in Grade 7

SENIOR PHASE: DRAMA	TERM 1	GRADE 7
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week at the beginning of a lesson (2 hours 30 minutes per term)	**Recommended texts/resources** Drum/tambourine, DBE approved textbook
Content/concepts/skills Teacher – devised warm-up routine **Vocal development** • relaxation exercises • breathing exercises • resonance exercises • articulation exercises **Physical development** • release tension, loosen up and energise the body • mirror work in pairs and small groups (slow and smooth movements while one learner leads the movement and the other follows, extend to four learners in a diamond shape, facing the same direction. Person at the head of the diamond leads.) • use imagery to warm-up the body and explore movement dynamics • lead and follow movements in pairs, small groups and as a class		
Topic 2 **Drama elements in playmaking**	**Suggested contact time** 6 hours 30 minutes per term	**Recommended resources** Drum/tambourine, textbook, pictures, newspaper articles, etc. used as stimulus in playmaking
Content/concepts/skills **Playmaking/group improvisation – structure, grouping, shape, climax** • Develop several short improvised dramas in groups of two to four learners, with a beginning, middle and end • Ask the questions: who, what, where and when • Explore themes of relevance to the learners • Explore listening and concentrating, action and reaction (using clues from one another's reactions to build the drama together) • Group according to the characters, space, theme, message of the improvised drama • Explore physical relationships in space: proximity of people to one another, using levels, point of focus in the picture • Consider spatial arrangements: where/how the audience views the picture (use a variety of arrangements, e.g. end-on, in the round, into the corner) • Shape and develop the scenes – using tableaux (frozen/picture/still image) to focus the action • Reflection and feedback: discussion of learners' experience and exploring ways for improvement **Critical reflection** on professional performance, preferably live. NOTE: This can be moved elsewhere in the year, if more convenient for the school.		
Topic 5 **Careers**	**Suggested contact time** 1 hour per term	**Recommended resources** DBE approved textbook
Content/concepts/skills Explore performing careers including actors (theatre, film), dancers, singers, clowns, stand-up comedians, etc.		

SENIOR PHASE: DRAMA	TERM 2	GRADE 7
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week at the beginning of a lesson (2 hours 30 minutes per term)	**Recommended texts/resources** Drum/tambourine, approved textbook

Content/concepts/skills

- Teacher – devised warm-up routine. Develop a warm-up routine with new exercises in each of the following areas:

Vocal development

- relaxation exercises, breathing exercises, resonance exercises, articulation exercises

Physical development

- release tension, loosen and energise the body
- control focused movements through mirror work (class mirrors, where the class is in two rows facing one another, and each pair mirrors their opposite, creating a large group mirror)
- use imagery to warm-up the body and explore movement dynamics
- lead and follow movements in pairs, small groups and as a class

Topic 3 **Interpretation and performance of choice of dramatic forms: folktales or** **choral verse**	**Suggested contact time** 6 hours 30 minutes per term (plus outside class rehearsal once a week)	**Recommended resources** Examples of a variety of folk tales, appropriate poems to use for choral verse

Content/concepts/skills

Interpretation and performance of choice of dramatic forms: folktales or choral verse

Folktales (individual or group performance)

Explore:

- storytelling techniques
- narrative and dialogue
- vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis, tone-colour
- movement, using the body as a tool to tell the story: body language, facial expression and eye contact
- vocal characterisation and physical characterisation: expressing the characters through body and voice
- using vocal sound effects as background sounds or as a sound track: integrating song where appropriate
- reflection and feedback: discussion on learners' experience and exploring ways for improvement

OR

Choral verse:

Explore:

- listening and responding to cues
- vocal modulation and expression (pitch, inflection, pace, pause, volume, emphasis, tone-colour) in harmony with others
- choral verse techniques (e.g. speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines)
- group movement (consider working as one, using body percussion, point of focus)
- reflection and feedback: discussion on learners' experience and exploring ways for improvement

Topic 5	**Suggested contact time**	**Recommended resources**
Careers	1 hour per term	DBE approved textbook

Content/concepts/skills

Explore the **creative team**, including: the writer, director, producer, designer, composer, and lighting designer

SENIOR PHASE: DRAMA	TERM 3	GRADE 7
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week, at the beginning of a lesson (2 hours 30 minutes per term)	**Recommended texts/resources** Drum/tambourine, DBE approved textbook

Content/concepts/skills

Teacher – devised warm-up routine. Build on the warm-up routine of term 2 adding new exercises in each area

Vocal development

- relaxation exercises, breathing exercises, resonance exercises, articulation exercises

Physical development

- physical loosening up and energising of the body
- trust exercises in partners and small groups
- mirror work (using slow, controlled mirroring of narrative mime sequences)
- use imagery to warm-up the body and explore movement dynamics
- lead and follow movements in pairs, small groups and as a class

Topic 2 **Drama elements in playmaking**	**Suggested contact time** 6 hours 30 minutes per term (plus outside class rehearsal once a week)	**Recommended resources** Drum/tambourine, textbook, examples of cultural and social events, i.e. wedding ceremony and opening ceremony.

Content/concepts/skills

Focus on character observation, imitation and imagination in several short improvised dramas in groups of two to four learners:

- Listening and concentration; action and reaction
- Characterisation:
  - making clear character choices (voice and body)
  - relationships between different characters
  - characters in different environments

Focus on drama elements in cultural and social events, compared to their use in theatre, and create a drama using a cultural or social event as stimulus:

- Actors (the people involved in the activity, who have specific roles to fulfil)
- Audience (the people watching or participating from the sidelines)
- Space (arrangement of the space to accommodate all the participants/audience)
- Time (certain times only; of a particular duration)
- Costumes (to make a particular impact and to differentiate participants in the event)
- Props (objects used by participants in the event, given significance)
- Special effects (use of technology to create impressive visual or aural displays)
- Music or accompaniment (including instruments, song)
- Movement or choreography (including processions, or the use of simultaneous gesture)
- Chants or use of call and response, dialogue

Topic 5 **Careers**	**Suggested contact time** 1 hour per term	**Recommended resources** DBE approved textbook

Content/concepts/skills

Explore the **support team**, including the stage manager, stage hands, make-up artists, costume mistress, props mistress, lighting and sound technicians and front of house staff

SENIOR PHASE: DRAMA	TERM 4	GRADE 7
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week, at the beginning of a lesson (2 hours 30 minutes per term)	**Recommended texts/resources** Drum/tambourine, DBE approved textbook
Content/concepts/skills Consolidation of warm-up exercises to establish the flow of a warm-up and to prepare for dress rehearsals		
Topic 3 **Interpretation and performance of choice of dramatic forms: folktales or choral verse** (depending on selection in term 2)	**Suggested contact time** 6 hours 30 minutes per term	**Recommended resources** Examples of a variety of folk tales, appropriate poems to use for choral verse
Content/concepts/skills Learners prepare for final assessment through one interpretative piece (the choral verse or the performance of the folktale). One of these pieces has been developed earlier in the year. The focus is to prepare learners for the final assessment on: • focus and concentration in performance • confidence and preparation • relationship with the audience • vocal and physical interpretation • group work • use of space **The following skills should be the focus when exploring these dramatic forms:** **Folktales (individual or group performance):** • Storytelling techniques • Narrative and dialogue, different kinds of narrating voice (pitch, pace, volume, tone-colour, pause, emphasis) and vocal sound effects • Movement, using the body as a tool to tell the story, body language, facial expression and eye contact • Vocal characterisation and physical characterisation – showing the characters vocally and physically • Reflection and feedback • Rehearsal and performance as a final practical assessment **OR** **Choral verse**: • Listening and responding to cues • Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others • Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc. • Group movement, working as one, using body percussion • Reflection and feedback • Rehearsal and performance as a final practical assessment		
Topic 5 **Careers**	**Suggested contact time** 1 hour per term	**Recommended resources** DBE approved textbook
Content/concepts/skills Explore the **related fields of study**, including the drama teacher, drama therapist, drama life coach, voice and speech therapist, movement therapist, radio and television presenters, master-of-ceremonies and agents		

3.2.2 Drama in Grade 8

SENIOR PHASE: DRAMA	TERM 1	GRADE 8
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week (2 hours 30 minutes in total)	**Recommended resources** Drum/tambourine, Creative Arts textbook
Content/concepts/skills Teacher – devised warm-up routine **Vocal development** • relaxation exercises ensuring restful alertness • breathing exercises to develop breath control and capacity • correct posture and alignment (neutral position) **Physical development** • release tension, establish trust, develop concentration and focus attention on the body as an instrument of expression		
Topic 2 **Drama elements in playmaking**	**Suggested contact time** 6 hours 30 minutes (plus outside class rehearsal once a week)	**Recommended resources** Creative Arts textbooks Sources: newspaper and magazine articles, poems, songs, slogans, etc.
Content/concepts/skills • Written sketch or polished improvisation • Research and discussion on a theme related to a social or environmental issue for the drama • Isolating a topic and devising a topic from the research Structure of the performance: • What: events, story line, development of story, structure of story (beginning, middle and end), climax, dramatic tension • Who: characters – vocal and physical characterisation, attitude, function, specific mannerisms, speech patterns, relationships, variety of roles • Where: place and space (location), depicted through voice and body • When: time depicted through voice and body • Who to: audience, context, economics, political, social **Shaping and focusing the performance:** • Most important moments/highlights, effective words or dialogue, crucial movements • Exploration of space and time, e.g. playback, jumps in time, different time and place, flashbacks • Use of symbols • Audibility of spoken dialogue • Finding a clear focus: unnecessary/confusing dialogue, movements removed • Developing and sustaining dramatic tension • Performance and reflection		
Topic 4 **Appreciation and reflection**	**Suggested contact time** 1 hour (plus outside class time for viewing)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills • Critical reflection based on peer interpretation and performance of polished improvisation, using drama terminology • Critical reflection on professional performance, preferably live. NOTE: This can be moved elsewhere in the year, if more convenient for the school		

SENIOR PHASE: DRAMA	TERM 2	GRADE 8
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week (2 hours 30 minutes per term)	**Recommended resources** Drum/tambourine, Creative Arts textbook

Content/concepts/skills

- Teacher – devised warm-up routine: vocal and physical development

Vocal development

- consolidation of previous term with addition of exercises to develop **tone** and **resonance**

Physical development

- consolidation of previous term with addition of exercises to develop **focus** and **control**

Topic 3	Suggested contact time	Recommended resources
Interpretation and performance of selected dramatic forms: **South African poetry/praise poetry**	7 hours (plus outside class rehearsal once a week)	Creative Arts textbook, poetry compilations, short story compilations, novels, magazines, etc.

Content/concepts/skills

Indigenous poems written by South African poets, performed individually and/or in groups

Interpretation and presentation skills of a **South African poem**:

- Text analysis – expressing piece in own words
- Vocal clarity: speak distinctly and audibly
- Variation in pitch, pace and tone
- Justified use of pauses, emphasis
- Physical expressiveness: appropriate use of movement and/or stillness
- Emotional connection with poem, convince the audience of the truth of the appropriate emotion
- Creation of appropriate mood, using voice and movement
- Audience contact: memorable, engaging and effective presentation

OR

Praise Poetry

- Repetition, use of descriptive naming phrases, use of rhythm
- Interaction with the audience , interaction with call and response
- Role of the praise poet in a community
- The kinds of praises, the style of performance, costume used etc.
- Rhythm, pace and build, use of emphasis and volume, suitable intonation and expressiveness
- Body language and gesture
- Contact with the audience

Topic 4	Suggested contact time	Recommended resources
Appreciation and reflection	30 minutes	Creative Arts textbooks

Content/concepts/skills

- Appreciation and reflection based on peer interpretation and performance of the poetry performance, using drama terminology

SENIOR PHASE: DRAMA	TERM 3	GRADE 8
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week (2 hours 30 minutes per week)	**Recommended resources** Drum/tambourine, Creative Arts textbook

Content/concepts/skills

Teacher – devised warm-up routine, building on terms 1 and 2, with additional focus on:

Vocal development

Articulation – developing clear and distinct speech by focusing on correct formation of vowels and consonants

Physical development

Creating **character** and **mood** through movement

Topic 2	Suggested contact time	Recommended resources
Drama elements in playmaking	7 hours (plus outside class rehearsal once a week)	Creative Arts textbooks, found material to create technical resources, objects and material as stimulus for the playmaking

Content/concepts/skills

- Create a polished improvisation based on a particular style
- Choose any specialised style, such as:
  - comedy
  - tragedy
  - musical
  - puppet show
- Incorporate all prior knowledge of drama elements into building the polished improvisation (see term 1).
- Develop technical resources to enhance the performance (these can be improvised/self-made)
- Make use of, e.g.:
  - properties
  - set pieces
  - costume pieces
  - basic lighting
  - sound
- Justify the use of these technical resources

Topic 4	Suggested contact time	Recommended resources
Appreciation and reflection	30 minutes	Creative Arts textbooks

Content/concepts/skills

- Critical reflection based on peer interpretation and performance of the polished improvisation, using drama terminology

SENIOR PHASE: DRAMA	TERM 4	GRADE 8
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes per week (2 hours 30 minutes per term)	**Recommended resources** Creative Arts textbooks

Content/concepts/skills

Teacher-devised warm-up routine, consolidating exercises from first three terms, with addition of the following:

Vocal development

Interpretation skills: analysis and understanding of the text, using pause, pitch, pace, projection, intonation and tone

Physical development

Physical relationships in pairs and large groups, status play

Topic 3 **Interpretation and performance of a choice of dramatic forms:** **dialogues/dramatised prose/ indigenous storytelling**	**Suggested contact time** 6 hours (plus outside class rehearsal once a week)	**Recommended resources** Creative Arts textbooks Compilations of plays, short stories, extracts from plays, novels, newspaper and magazine articles

Content/concepts/skills

Dialogues: develop interpretation and presentation skills by focusing on the following:

- text analysis – expressing the piece in own words
- interpretation of the character – based on knowledge of the play
- vocal and physical characterisation – communicate aspects of the character (background, age, status, intention, etc.) through voice (tone, rhythm, pitch, etc.) and body (posture, body language and gestures, etc.)
- vocal clarity – distinct and audible use of voice
- use of space – appropriate use of space
- emotional connection – connect with the emotions of the character
- interaction – stay in character when not speaking
- development of relationship – understand status of characters, relationship grows, develops and changes appropriately
- impact of the dialogue/scene – memorable, engaging and effective

OR

Dramatised prose: written by South African authors reflecting South African cultures and contexts (individual or group performance), see interpretation and presentation skills below.

OR

Indigenous storytelling: (individual or group performance)

Develop interpretation and presentation skills for the above by focusing on the following:

- text analysis (expressing piece in own words)
- narrative technique (appropriate to the style of the story, (e.g. legends, fairy tales and ntsomi etc.)
- vocal clarity (speak distinctly and audibly, variation in pitch, pace and tone, justified use of pauses, emphasis)
- verbal characterisation (creating characters through voice)
- incorporation of appropriate elements such as idiophones, sound effects, songs in indigenous storytelling
- transformation from character to narrator
- physical expressiveness: appropriate use of movement and/or stillness
- creation of appropriate mood, using voice and movement
- audience contact (impact of prose piece, audience contact if appropriate, engaging)

Topic 5 **Media**	**Suggested contact time** 1 hour 30 minutes	**Recommended resources** Creative Arts textbooks

Content/concepts/skills

- Different forms of media: accessible and relevant. Explore media forms such as film, television, radio, documentaries and the internet.
- Drama elements identified in the selected media form

3.2.3 Drama in Grade 9

SENIOR PHASE: DRAMA	TERM 1	GRADE 9
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher – devised warm-up routine focusing on the following: **Vocal development:** relaxation, posture and breathing exercises • restful alertness • posture (in neutral position) • breath control and capacity **Physical development:** energising and loosening the bodyfocus exercises, warming up each body part through swings • curling and uncurling the spine • understanding the purpose of warming up and cooling down		
Topic 2 **Drama elements in playmaking**	**Suggested contact time** 5 hours 30 minutes (plus outside class rehearsal)	**Recommended resources** Creative Arts textbooks, sources on cultural practices, wedding ceremonies, christening, initiation rites and coming of age ceremonies
Content/concepts/skills **Classroom drama reflecting cultural practices** • Recap elements of ritual/drama from Grade 7, term 3 • Create a polished improvisation exploring themes related to cultural practices and processes • Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols • Create a context and storyline for the drama • Consider key drama elements, including: - time, space, structure - character: physical and vocal characterisation - language: shaped by the situation, the roles and relationships of the character, appropriate register - dramatic tension: within a person, between people/groups of people, between people and the environment • Explore the cultural context with sensitivity and respect towards different cultures and cultural practices		
Topic 4 **Appreciation and reflection**	**Suggested contact time** 1 hour (plus outside class time)	**Recommended resources**
Content/concepts/skills • Appreciation and reflection based on peer interpretation of the polished improvised performance, using drama terminology • Appreciation and reflection on professional performance preferably live. NOTE: This can be moved elsewhere in the year, if more convenient for the school.		
Topic 5 **Media**	**Suggested contact time** 1 hour and own research time	**Recommended resources** Forms of media, i.e. television, film, DVDs and the internet.
Content/concepts/skills Effects of different types of media: television, soap opera, radio, film, DVD, internet • Positive and negative effects: accessibility, communication between continents, countries, cities, towns; bringing cultures together; use and function of mass media; source of advertising; breakdown of communication; lack of parental guidance; exposure to violence and crime; domination of certain cultures over others, etc.		

SENIOR PHASE: DRAMA	TERM 2	GRADE 9
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes per week (2 hours 30 minutes in total)	**Recommended resources** Approved Creative Arts textbooks

Content/concepts/skills

Teacher – devised warm-up routine focusing on the following:

Vocal development

As in term 1, with addition of exercises to develop **phonation** and **resonance**.

Physical development

As in term 1, with addition of exercises to create an environment through the body.

Topic 3	Suggested contact time	Recommended resources
Interpretation and performance of a choice of dramatic forms, individual performance: poetry or dramatised prose or monologue	5 hours 30 minutes (plus outside class rehearsal)	Creative Arts textbooks, poetry compilations, short story compilations, novels, magazines, etc.

Content/concepts/skills

Develop interpretation and presentation skills by focusing on the following:

Poetry (performed by an individual).

- Text analysis – expressing piece in own words; phrasing, pause, rhythm, sound, use of tone, inflection, pitch
- Vocal clarity – speak distinctly and audibly
- Physical expressiveness – appropriate use of movement and/or stillness
- Emotional connection – convince the audience of the truth of the appropriate emotion
- Creation of appropriate mood, using voice and movement
- Use of poetic devices – appropriate use of pause, verse lengths, rhythm, rhyme, imagery, alliteration
- Audience contact – memorable, engaging and effective presentation

Dramatised prose (performed by an individual)

- Text analysis – expressing piece in own words; phrasing, pause, rhythm, tone, inflection, pitch
- Narrative technique – appropriate to the style of the story (legends, fairy tales)
- Verbal characterisation and physical expressiveness – mood/atmosphere through voice and body
- Vocal clarity – speak distinctly and audibly
- Audience contact (impact of prose piece, audience contact if appropriate, engaging)

Monologue

- Text analysis – expressing the piece in own words
- Interpretation of the character – based on knowledge of the play
- Vocal characterisation – communicate aspects of the character (background, age, status, intention, etc.)
- Vocal clarity – distinct and audible use of voice
- Physical characterisation – communicate aspects of the character through the body – age, status, body, language, gestures, etc.
- Use of space – appropriate use of space
- Emotional connection – connect with the emotions of the character
- Impact of the monologue – memorable, engaging and effective

Topic 5	Suggested contact time	Recommended resources
Media	2 hours and own research time	Creative Arts textbook, media forms

Content/concepts/skills

- Stereotyping (including typecast, labelling, stock characters) in stories, theatre, film, television and radio
- Stereotyping according to age, gender, class/status and culture, etc.
- Exploration of how discrimination and prejudice are linked with stereotyping

SENIOR PHASE: DRAMA	TERM 3	GRADE 9
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week (2 hours 30 minutes per term)	**Recommended resources** Creative Arts textbooks

Content/concepts/skills

Teacher – devised warm-up routine:

Vocal development

- interpretation skills: pause, pace, projection, intonation
- modulation: change in stress, pitch, loudness and tone of the voice

Physical Development

- physical characterisation – character's unique way of moving and motivation

Topic 2	Suggested contact time	Recommended resources
Drama elements in playmaking	7 hours (plus outside class rehearsal)	Creative Arts textbooks, found materials to create technical elements, etc.

Content/concepts/skills

Developing polished improvised performance focusing on the following:

Purpose of performance:

- Educate, enlighten, entertain, mobilise, inform, etc.

Target audience:

- Age group, economical background, social background, political background

Basic staging conventions:

- Stage space: centre stage, upstage, downstage, etc.
- Use of performance space: placing of actors, indicating fictional place of the drama, movement patterns
- Placement of the audience in relation to the type of stage.

Symbols:

- Objects may be symbolic and reflect on the deeper meaning of the play

Technical elements: adding to the meaning, mood, impact and spectacle (if relevant).

Design, develop and make own technical elements such as:

- Costumes: pieces of costume that contribute to characterisation, add meaning, symbolism
- Props: used to enhance meaning, characterisation and dramatic tension in the play
- Sets: economical use of set pieces, different meanings assigned to objects
- Lighting: different kinds of lights or colours create different spaces, time frames, moods, meanings, contrasts between well-lit performance space and darkness, use of spotlights

Topic 4	Suggested contact time	Recommended resources
Appreciation and reflection	30 min	

Content/concepts/skills

- Appreciation and reflection on polished improvised performance, using drama terminology

SENIOR PHASE: DRAMA	TERM 4	GRADE 9
Topic 1 **Dramatic skills development**	**Suggested contact time** 15 minutes every week (2 hours 30 minutes per term)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher – devised warm-up routine focusing on the following: **Vocal development and physical development** Consolidation of activities of the first three terms		
Topic 3 **Interpretation and performance of a choice of dramatic forms:** **scene work (theatre/television) or radio dramas**	**Suggested contact time** 7 hours (plus outside class rehearsal)	**Recommended resources** Creative Arts textbooks Extracts from plays, film, television scripts, radio dramas, etc.
Content/concepts/skills Develop interpretation and presentation skills by focusing on the following: **Scene work** • Text analysis – expressing piece in own words • Interpretation of the character – based on knowledge of the play • Vocal characterisation – communicate background, age, status, intention • Vocal clarity – distinct and audible use of voice • Physical characterisation – communicate through the body (age, status, body language, gestures) • Emotional connection – connect with the emotions of the character • Use of space, emotional connection, invisible listener, onstage silent partner • Interaction – stay in character when not speaking, listening and responsiveness • Status of characters, development of relationship • Impact of the scene – memorable, engaging and effective **OR** **Radio drama** • Text analysis – expressing piece in own words • Interpretation of the character – based on knowledge of the play • Vocal characterisation – communicate aspects of the character (background, age, status, intention, etc.) • Vocal clarity – distinct and audible use of voice • Emotional connection – connect with the emotions of the character • Interaction – listening and responsiveness, stay in character when not speaking • Development of relationships – understand status of characters, relationship grows, develops and changes appropriately • Impact of sound on the listener • Use of the voice to create atmosphere, space and time • Use of pause, building of tension by using sound only • The use of sound effects and music		
Topic 4 **Appreciation and reflection**	**Suggested contact time** 30 minutes	**Recommended resources** Creative Arts textbooks, pamphlets, books on careers, internet
Content/concepts/skills Appreciation and reflection based on a peer interpretation of the radio drama or scene, using drama terminology		

3.3 WHAT IS TO BE TAUGHT IN MUSIC?

3.3.1 Music in Grade 7

SENIOR PHASE: MUSIC	TERM 1	GRADE 7
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs, DVDs

Content/concepts/skills

- Treble clef
- Letter names of notes on the treble clef
- Duration: Concepts of all notes values:
  - semibreve
  - minim
  - crotchet
  - quaver
  - semi-quaver
- Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers
- Pitch:
  - Sight singing melodic phrases from known and unknown songs using tonic sol-fa
- Follow musical scores while listening to music

This should be done through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Music equipment – sound system. CDs/DVDs

Content/concepts/skills

- Active listening to a variety of recorded or live music by clapping or humming or moving along
- Listening to performed music and identifying or describing:
  - Meter including duple (two beats), triple (three beats) and quadruple (four beats)
  - Instruments used in the performance
  - The story that the music is telling (sad/happy, recognising a dance, march etc.)

Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week	**Recommended resources** Songbooks, musical scores, tuned and un-tuned musical instruments, CD/DVDs

Content/concepts/skills

- Breathing exercises
- Developing ability to sing in tune through a repertoire of songs that include:
  - the National Anthem of South Africa;
  - folksongs (indigenous songs, cultural songs); and
  - popular music
- Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments
- Playing music from graphic scores
- Creating instrumental music in group and solo context using:
  - rhythmic repetition through clapping or drumming;
  - rhythmic question and answer through clapping or drumming;

SENIOR PHASE: MUSIC	TERM 2	GRADE 7
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs, DVDs

Content/concepts/skills

- Letter names of notes on the treble clef
- Duration: Introduction of the dotted note, also in relation to:
  - crotchets
  - quavers
  - minims
  - semibreves
  - dotted minim
- Clapping or drumming short rhythmic phrases that use crotchets, minims, quavers dotted minims and semibreves
- Pitch:
  - Sight singing melodic phrases from known and unknown songs using tonic sol-fa

This should be done through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Music equipment – sound system. CDs/DVDs

Content/concepts/skills

- Active listening to a variety of recorded or live music by clapping or humming or moving along
- Following simple musical scores while listening to music
- Listening to a variety of recorded or live music and describing the:
  - Meter of the music as duple (2 beats) or triple (3 beats) or quadruple (4 beats) time
  - Tempo (fast/slow; faster/slower)
  - Dynamics (soft/loud; softer/louder)
  - Meaning or story of the music
  - Lyrics of the music

Topic 3	Suggested contact time	Recommended resources
Performing and creating music	30 minutes per week	Songbooks, Musical scores, Tuned and un-tuned musical instruments CDs/DVDs

Content/concepts/skills

- Breathing exercises
- Continuous development of in-tune singing through a repertoire of songs that include
  - folksongs (indigenous songs, cultural songs);
  - light music;
  - rounds; and
  - part singing (songs with descants).
- Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments including instruments that learners are studying
- Performing and composing music that uses non-conventional notation, e.g. graphic scores
- African drumming
- Creating own vocal and instrumental music in group and solo context:
  - Melodic repetition (vocal or instrumental)
  - Melodic question and answer (vocal or instrumental)
  - Rhythmic improvisation on African drums

SENIOR PHASE: MUSIC	TERM 3	GRADE 7
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks, CDs/DVDs

Content/concepts/skills

- Treble and bass clef
- Letter names of notes on the treble and bass clef
- Duration: consolidation of content learned
- Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa
- Clapping or drumming rhythms that use crotchets, minims, quavers dotted minims and semibreves, introducing the concept of polyrhythm

This should be done through the songs and instrumental pieces that learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Music equipment – sound system. CDs/DVDs

Content/concepts/skills

- Active listening to a variety of recorded or live music by clapping or humming or moving along
- Listening to a variety of recorded or live music and describing the:
  - Meter of the music as duple or triple or quadruple time
  - Tempo (fast/slow)
  - Dynamics (soft/loud)
  - Meaning or story of the music
  - Lyrics of the music
  - Texture of the music
- Creating a graphic score (sound picture) of a musical piece listened to, e.g. storm, rain

Topic 3 **Performing and Creating Music**	**Suggested contact time** 30 minutes per week	**Recommended resources** Songbooks, musical scores, tuned and un-tuned musical instruments

Content/concepts/skills

- Breathing exercises
- Continuous development of in-tune singing through a repertoire of songs that include
  - folksongs (indigenous songs, cultural songs);
  - light music;
  - rounds; and
  - part singing (songs with descants; soprano/soprano; soprano/alto; soprano/baritone)
- Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments
- Performing music that uses non-conventional notation, e.g. graphic scores
- African drumming
- Create own vocal and instrumental music in group and solo context:
  - Melodic repetition
  - Melodic question and answer
  - Rhythmic improvisation on an ostinato or riff by clapping or drumming
  - Vocal or Melodic improvisation on an ostinato or riff
  - Creating a sound picture based on a story or poem using the voice or instruments

SENIOR PHASE: MUSIC	TERM 4	GRADE 7
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs DVDs

Content/concepts/skills

- Treble and bass clef
- Letter names of notes on the treble and bass clef
- Duration
- Clapping or drumming short rhythmic phrases that use crotchets, minims, semibreves, quavers and semiquavers
- Pitch: Sight singing melodic phrases from known and unknown songs using tonic sol-fa
- Clapping or drumming polyrhythmic phrases

This should be done through the songs and instrumental pieces that learners perform and their active listening to music played by others.

Topic 2	Suggested contact time	Recommended resources
Music listening	15 minutes per week	Music equipment – sound system, CDs/ DVDs

Content/concepts/skills

- Active listening to a variety of recorded or live music by clapping or humming or moving along
- Listening to a variety of recorded or live music and describing the:
  - meter of the music as duple or triple or quadruple time
  - tempo (fast/slow)
  - dynamics (soft/loud)
  - timbre
  - meaning or story of the music
  - lyrics of the music
  - texture of the music
- Creating a graphic score of a musical piece that has been listened to

Topic 3	Suggested contact time	Recommended resources
Performing and creating music	30 minutes per week	Songbooks, musical scores, tuned and un-tuned musical instruments, CDs/ DVDs

Content/concepts/skills

- Breathing exercises
- Continuous development of in-tune singing through a repertoire of songs that include
  - folksongs (indigenous songs, cultural songs);
  - light music; and
  - rounds.
- Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments
- Performing music that uses non-conventional notation, e.g. graphic scores
- African drumming
- Playing music from graphic scores
- Creating own vocal and instrumental music in group and solo context:
  - Rhythmic and melodic improvisation on an ostinato or riff
  - Sound pictures based on a story or poem using the voice or instruments
  - Writing own four-line song lyrics and melody based on a social issue

3.3.2 Music in Grade 8

SENIOR PHASE: MUSIC	TERM 1	GRADE 8
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week.	**Resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs, DVDs

Content/concepts/skills

Consolidation of music notation:

Duration

- Note values – crotchet, minim, dotted minim, semibreve, quaver
- Rests – as for note values
- Time signatures –2/4; 3/4; 4/4

Pitch

- Consolidation of the treble and the bass clefs
- Consolidation of letter names on the treble and bass clefs
- The construction of the major scale: C and G major

Reading musical notation

- Reading music in 2/4; 3/4; 4/4 time signatures
- Reading music in the keys of C and G major

Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2	Suggested contact time	Recommended resources
Music listening	15 minutes per week	Sound system, CDs/DVDs

Content/concepts/skills

- Listening to the sound of the families of instruments and describing how the sound is produced:
  - Membranophones
  - Idiophones
  - Chordophones
  - Aerophones

Topic 3	Suggested contact time	Recommended resources
Performing and creating music	30 minutes per week Optional: Additional contact time after school	Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Singing of socially significant songs
- Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:
  - Choral works
  - Group instrumental works
  - Solo vocal works
  - Solo instrumental works
- Performing musical works that express a personal or social issue
- Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar
- Creating own music in group context by
  - Improvising on a rhythmic ostinato on African drums or other traditional instruments
  - Writing four-line lyrics based on a personal or social issue

SENIOR PHASE: MUSIC	TERM 2	GRADE 8
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Duration

- Note values –triplet
- Time signatures –2/4; 3/4; 4/4

Pitch

- The construction of the major scale: F major

Reading musical notation

- Reading music in the keys of C, G and F major in 2/4; 3/4; 4/4
- Reading music in 2/4; 3/4; 4/4 time

Musical terminology

- Dynamics: piano; forte; crescendo; diminuendo
- Tempo: allegro; andante

Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** • Sound system • CDs/DVDs

Content/concepts/skills

- Active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music):
  - Meter: duple, triple
  - Dynamics (piano, forte)
  - Repetition (rhythmic and melodic)
  - Contrasts in tempo and texture
  - Meaning of the lyrics

Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact time after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Group or solo performances from the standard repertoire of Western/African/Indian/popular music styles:
  - choral works
  - group instrumental works
  - solo vocal works
  - solo instrumental works
- Creating own music in group context by
  - improvising on a rhythmic ostinato on African drums or other traditional instruments by writing four-line lyrics based on a personal or social issue

SENIOR PHASE: MUSIC	TERM 3	GRADE 8
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Duration

- Note values –triplet
- Time signatures –2/4; 3/4; 4/4

Pitch

- The construction of the major scale: F major

Reading musical notation

- Reading music in the keys of C, G and F major
- Reading music in 2/4; 3/4; 4/4 time

Musical terminology

- Dynamics: piano, forte; crescendo; diminuendo
- Tempo: allegro; andante

Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2	Suggested contact time	Recommended resources
Music listening	15 minutes per week	Sound system, CDs/DVDs

Content/concepts/skills

- Listen to recorded or live music and identify the sound of instruments in a variety of works using the following instruments:
  - Chordophones
  - Idiophones
  - Membranophones
  - Aerophones

Topic 3	Suggested contact time	Recommended resources
Performing and creating music	30 minutes per week Optional: Additional contact time after school	Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs Optional: keyboard, guitar, other instruments, Music technology and software

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:
  - choral works
  - group instrumental works
  - solo vocal works
  - solo instrumental works
- Performing musical works that express a personal or social issue
- Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar
- Creating own music in group context by
  - Improvising on a melodic ostinato or riff
  - writing four-line lyrics based on a personal or social issue and adding own melody to it
  - Composing a one minute jingle based on a social issue using the voice or available software

SENIOR PHASE: MUSIC	TERM 4	GRADE 8
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Duration

- Meter – 2/4; 3/4; 4/4; compound duple 6/8
- Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8

Pitch

- Consolidation of the construction of the major scale: C, G, D and F Major
- Reading (singing or playing) music in the keys of C, G, D and F Major

Music terminology

- Tempo: moderato, presto, ritardando, a tempo
- Articulation: legato, staccato

Musical literacy should be developed through the songs and instrumental pieces that learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Sound system. CDs/DVDs

Content/concepts/skills

- Listen to recorded or live music and write own impression focusing on:
  - Message of the music (lyrics)
  - Instruments/voices used
  - Tempo
  - Dynamics
  - Placing it in a cultural or social context
  - The performing artist or composer

Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact time after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:
  - choral works
  - group instrumental works
  - solo vocal works
  - solo instrumental works
- Creating own music in group and solo context by
  - composing a musical work and adding another art form to it

3.3.3 Music in Grade 9

SENIOR PHASE: MUSIC	TERM 1	GRADE 9
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Duration

- Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet
- Consolidation of 2/4, 3/4, 4/4, 6/8

Pitch

- Consolidation of the construction of the major scale: C, G, D and F major
- Consolidation of the concept of key signatures (up to 2 sharps and 1 flat)
- Ledger lines
- Intervals on i, iv and v (closed position)
- Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming

Music terminology:

- Consolidate musical terms:
  - Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo
  - Tempo: allegro; andante, allegretto, largo
  - Articulation: legato, staccato

Musical literacy should be developed through the songs and instrumental pieces that learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Sound system, CDs/DVDs

Content/concepts/skills

- Listen to the sound of the families of instruments of the orchestra and describe how sound is produced:
  - Strings
  - Woodwind
  - Brass
  - Percussion

Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact hours after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:
  - choral works
  - group instrumental works
  - solo vocal works
  - solo instrumental works
- Writing own music in group and solo context by
  - Rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given

SENIOR PHASE: MUSIC	TERM 2	GRADE 9
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs
Content/concepts/skills **Duration and pitch** • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Key signatures of C, G, D and F Major • Ledger lines • Intervals • Triads on I, IV and V (close position) • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming **Music Terminology** • Revised music terminology *Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.*		
Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Sound system, CDs/DVDs
• Listening to one of the following styles: - Reggae, Kwaito, R&B, African Jazz • Write own impression of the music focusing on the - The artist/s - Special features of the music with regard to rhythm, tempo, instruments, voices - Story of the music/lyrics		
Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact hours after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments
Content/concepts/skills • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles • Creating own music in group and solo context: - Adding music to words (two lines)		

SENIOR PHASE: MUSIC	TERM 3	GRADE 9
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs

Duration and pitch

- Write the scales of C, G, D and F Major in the treble and bass clefs
- Key signatures of C, G, D and F Major
- Ledger lines
- Intervals
- Triads
- Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming

Music Terminology

- Revised music terminology

Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.

Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Sound system, CDs/DVDs

Content/concepts/skills

- Listen to excepts from a musical (e.g. West Side Story) or an opera (e.g. Magic Flute, Nabucco):
  - Write a storyline of a musical/opera
  - Sing along with one of the choruses/solos

Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact hours after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments

Content/concepts/skills

- Breathing and technical exercises suitable for the instrument or voice
- Group or solo performances from the appropriate repertoire of Western/African/Indian/popular musical styles:
  - Choral works
  - Group instrumental works
  - Solo vocal works
  - Solo instrumental works
- Adding music to words of a poem (four lines)

SENIOR PHASE: MUSIC	TERM 4	GRADE 9
Topic 1 **Music literacy**	**Suggested contact time** 15 minutes per week	**Recommended resources** Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments for songs
Content/concepts/skills • Write the scales of C, G, D and F Major in the treble rhythmically using note values learnt • Key signatures of C, G, D and F Major treble and bass clefs in an interesting rhythm making use of the note values learnt • Ledger lines • Intervals • Triads • Reading (singing or playing) music in the keys of C, G, D and F major using either tonic solfa or humming		
Topic 2 **Music listening**	**Suggested contact time** 15 minutes per week	**Recommended resources** Sound system, CDs/DVDs
Content/concepts/skills • Discussion of the National Anthem reflecting on the following: - The contributors to the anthem - The meaning of the text of the anthem		
Topic 3 **Performing and creating music**	**Suggested contact time** 30 minutes per week Optional: Additional contact hours after school	**Recommended resources** Songbooks, musical scores, traditional instruments, self-made instruments, CDs/DVDs. Optional: keyboard, guitar, other instruments
Content/concepts/skills • Breathing and technical exercises suitable for the instrument or voice • Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: - choral works - group instrumental works - solo vocal works - solo instrumental works • Creating an advertisement for a product or event using own lyrics and music		

3.4 WHAT IS TO BE TAUGHT IN VISUAL ARTS?

3.4.1 Visual Arts in Grade 7

The examples below should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 1</th><th>GRADE 7</th></tr>
<tr><td>Topic 1
Create in 2D</td><td>Suggested contact time: 2 hours spread over term</td><td>Recommended resources
Visual stimuli for drawing</td><td>Materials
Pencil, charcoal, wax crayons, colour inks</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Drawing and painting: exploring a variety of media and techniques – line, tone, texture, mark-making
• Art elements – line, tone, texture, shape
• Design principles – balance, contrast, emphasis
• Themes to explore – observational projects (small objects and still life arrangements)
• Variation of paper size and format</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time: 1 hour</td><td colspan="2">Recommended resources
Photographs in resource books and/or real examples of local craft (e.g. African masks)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art Elements: use in description of artworks - shape, line, tone, texture, colour
• Design principles: use in description of artworks - balance, proportion, emphasis and contrast
• Emphasis on learners' personal expression and interpretation of local craft
• Discussion of similarities and differences, respect and understanding of self and community; the arts as heritage
• Communication skills: talking, listening and looking; discuss art, craft, design to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others</td></tr>
<tr><td>Topic 2
Create in 3D</td><td>Suggested contact time: 3 hours</td><td>Recommended resources
Visual stimuli (e.g. African masks)</td><td>Materials
Recyclable monochromatic materials</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements: shape, line, tone, texture, monochromatic colour
• Design principles: proportion, emphasis, contrast
• Good craftsmanship: pasting, wrapping, tying, constructing, joining
• Concern for the environment: use of recyclable materials
• Sharing resources</td></tr>
</table>

Topic 3 **Visual literacy**	**Suggested contact time**: 1 hour	**Recommended resources** Visual stimuli in resource books (e.g. groups of figures: musicians)
Content/concepts/skills • Art Elements: use in description of artworks (shape, line, tone, texture, colour) • Design principles: use in description of artworks: proportion, harmony, rhythm, emphasis, contrast • Emphasis on learners' personal expression and interpretation • Communication: Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world: interpret, analyse and recognise symbolic language with reference to groups of figures (e.g. musicians)		

Topic 2 **Create in 3D**	**Suggested contact time**: 2 hours	**Recommended resources** Visual stimuli in resource books (e.g. groups of figures: musicians)	**Materials** Earthenware clay, scratching tools
Content/concepts/skills • Art elements: shape/form, texture • Design principles: balance, proportion, emphasis, contrast • Modelling techniques: pinching, rolling, joining techniques, surface texture			

SENIOR PHASE: VISUAL ARTS		TERM 2	GRADE 7
Topic 1 Create in 2D	**Suggested contact time:** 3 hours	**Recommended resources** Photographs in resource books (e.g. musical instruments as scraperboard)	**Materials** White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/ board (approximately 15 x 20cm)
Content/concepts/skills • Art elements: shape, line, tone, texture • Design principles: contrast, proportion, emphasis • Own and wider world: still life arrangements • Simple etching techniques: etching, drawing, scratching			
Topic 3 **Visual literacy**	**Suggested contact time**: 1 hour	**Recommended resources** (e.g. still life paintings)	**Materials** Writing instruments and paper
Content/concepts/skills • Art elements: use in description of artworks – line, tone, texture, shape, colour • Design principles: use in description of artworks – balance, proportion, harmony, emphasis, contrast • Interpret, analyse and recognise symbolic language with reference to still life • Express, identify/name, question and reflect through looking, talking, listening and writing about still life			
Topic 1 **Create in 2D**	**Suggested contact time**: 4 hours	**Recommended resources** (e.g. still life painting: local interpretation)	**Materials** Tempera paint in limited colour range and white and black. A2 paper
Content/concepts/kills • Art elements: shape, line, tone, texture, complementary colour, tints and shades • Design principles: contrast, proportion, emphasis, unity • Own and wider world: Emphasis on the observation and interpretation local still life arrangements • Painting: colour-mixing: tonal range, shades and tints			
Topic 3 Visual literacy	**Suggested contact time**: 2 hours	**Recommended resources** Visual stimuli and artefacts, libraries, media sources, internet e.g. local crafters	**Materials** Notebooks
Content/concepts/skills • Identifying art elements and design principles in examples of local craft • Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world • Descriptions of examples of craft: Personal meaning and recognition of images expressed in words • Initial research skills: Investigation of local crafter/artist/artwork/style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work)			

SENIOR PHASE: VISUAL ARTS		TERM 3	GRADE 7
Topic 2 **Create in 3D**	**Suggested contact time:** 4 hours	**Recommended resources** Visual stimuli and artefacts, e.g. craft: useful containers such as holder for cell phone, CDs or candle	**Materials** Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.
Content/concepts/skills • Art elements: shape, line, tone, texture, shape, colour • Design principles **–** proportion, emphasis, contrast (construction and modelling techniques) • Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials • Pattern-making – creates own experiments with art elements and design principles in pattern-making as surface decoration; repeat pattern • Use of tools – safety, consideration of others, sharing resources			
Topic 3 **Visual literacy**	**Suggested contact time:** 1 hour	**Recommended resources** Photographs in resource books (e.g. buildings)	
Content/concepts/skills • Art elements and design principles: use in the description of artworks (e.g. buildings) • The role of the artist in society: role of artist as contributor to society • Emphasis on learners' personal expression and interpretation of architecture • Social development: similarities and differences, respect and understanding of self and community; the arts as heritage • Values development: respect for the opinions of others; investigate and understand the contribution of the arts to heritage • Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about buildings			
Topic 1 **Create in 2D**	**Suggested contact time**: 3 hour	**Recommended resources** Photographs in resource books (e.g. buildings)	**Materials** Recyclable papers in a limited range of colours from found sources; white paper in unusual format: circle, thin rectangle, etc.; glue, cardboard strips for applying glue, scissors
Content/concepts/skills • Paper cut collage: buildings as heritage • Art elements: shape, geometric and organic, line, tone, texture (colour to include monochromatic colour) • Design principles: balance, contrast, harmony, proportion • Pattern-making – in collages, designs (exploration of various repeat methods) • Emphasis on the interpretation buildings in papercut collage – cutting, layering, pasting, monochromatic colour • Variation of paper size and format: different scale and degrees of detail			

Topic 1 **Create in 2D**	**Suggested contact time**: 2 hours	**Recommended resources** Visual stimuli/real objects	**Materials** Small brushes, dipping implements (sharp sticks, pieces of cane, etc.) of various thicknesses, waterproof ink or food colouring; A5 paper.

Content/concepts/skills

- Art elements – shape, line, tone, texture
- Design principles – contrast, proportion, emphasis
- Emphasis on the observation and interpretation of the small objects
- Variation of paper size and format – different scale and degrees of detail
- Drawing – observational drawing (small objects, wet drawing media)

SENIOR PHASE: VISUAL ARTS		TERM 4	GRADE 7
Topic 1 **Create in 2D** Formal assessment Project (3 stages)	Suggested contact time: 2 hours	**Recommended resources** Visual stimuli, e.g. model draped in shawl/sheet/ blanket	Materials: Charcoal Large sheets of paper (A1)
Content/concepts/skills • Art elements: line, shape • Design principles: contrast, proportion, balance, emphasis, direction • Drawing: life drawing on large scale in line only • Exploration of media			
Topic 1 **Create in 2D** Formal assessment project	**Suggested contact time**: 2hours	**Recommended resources** Visual stimuli (e.g. drawing from previous lesson), ruler	**Materials** 2B/3B pencil, charcoal
Content/concepts/skills • Art elements: tone, texture • Design principles: contrast, balance, emphasis • Emphasis on the observation and interpretation of tone in a measured block within the format of the life drawing			
Topic 1 **Create in 2D** Formal assessment project	**Suggested contact time:** 2 hours	**Recommended resources** Visual stimuli (e.g. drawing from previous lesson), ruler	**Materials** Pencil crayons
Content/concepts/skills • Art elements: tonal range of colour • Design principles: contrast, balance, emphasis • Emphasis on the interpretation of a tonal range of colour in a measured block within the format of the life drawing			
Topic 2 **Create in 3D**	**Suggested contact time**: 3 hours	**Recommended resources** Appropriate visual stimuli (e.g. metamorphosis of a common recyclable object)	**Materials** Common recyclable object, appropriate recyclable materials
Content/concepts/skills • Design: experiments with art elements and design principles in metamorphosis of a common recyclable object • Craft skills: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) • Spatial awareness: conscious experience of working with shapes in the construction process • Concern for the environment: use of recyclable materials • Manipulation of a variety of materials • Use of tools: safety, consideration of others, sharing resources			

3.4.2 Visual Arts in Grade 8

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 1</th><th>GRADE 8</th></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Photographs in resource books and/or examples from life, such as creative lettering in popular culture and graffiti</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of artworks
• Emphasis on personal verbal expression; express, identify/name, question and reflect through looking, talking, listening and writing about the role of the artist in popular culture: lettering/graffiti
• Values development: lettering/graffiti in popular to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others</td></tr>
<tr><td>Topic 1 Create in 2D</td><td>Suggested contact time: 2 hours</td><td>Recommended resources
Photographs and/or examples from life, such as creative lettering in popular culture and graffiti</td><td>Materials
Coloured inks, dyes, in full colour range; small brushes, small rectangles paper</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements: shape, line, tone, texture, complementary colour
• Design principles: contrast, proportion, emphasis, unity, balance
• Design: experiments with art elements and design principles in design projects exploring creative lettering
• Variation of paper size and format: different scale and degrees of detail</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Photographs and/or examples from life, such as a variety of containers with different functions and forms</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of artworks
• Emphasis on the learner’s personal expression and interpretation of functional containers
• Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design
• Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to functional containers through history.</td></tr>
<tr><td>Topic 2
Create in 3D</td><td>Suggested contact time: 2 hours</td><td>Recommended resources
Photographs and/or examples from life, such as a variety of containers with different functions and forms</td><td>Materials
Earthenware clay; scratching and modelling tools</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: conscious application in own work
• Spatial awareness: conscious experience of working with shapes in the modelling process
• Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail)</td></tr>
</table>

Topic 2 Create in 3D	**Suggested contact time**: 4 hours	**Recommended resources** Photographs and/or examples from life, such as a variety of containers with different functions and forms from mythology	**Materials** Recyclable materials: fabric off-cuts, beads, cardboard, braids, ribbons, sequins, etc., own selection
Content/concepts/skills • Art elements and design principles: conscious application in crafting a mythological container • Emphasis is on imaginative representation; spatial awareness: developing understanding of depth and visual perspective in a mythological container • Good craftsmanship, exploratory and known techniques • Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects			

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 2</th><th>GRADE 8</th></tr>
<tr><td>Topic 3 Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Photographs in resource books and/or examples from life, such as fashions through the ages</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of fashion then and now
• Express, identify/name, question and reflect through looking, talking, listening and writing about fashion
• The role of the artist in society: careers in fashion
• Values development: discuss fashion as an example of popular culture to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions of others; explore the world of work in visual arts/ design</td></tr>
<tr><td>Topic 2 Create in 3D</td><td>Suggested contact time: 4 hours</td><td>Recommended resources
Photographs in resource books and/or examples from life, such as a garment for a particular function</td><td>Materials
Learners' choice of recyclable materials
Appropriate tools: scissors, craft knives, etc., glue, cardboard strips for glue applicators</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Design: art elements and design principles in three-dimensional design projects exploring fashion design
• Good craftsmanship, exploratory and known techniques, stitching, tying, pasting, wrapping, and others
• Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches and selection of tools and materials in preparation for final project
• Use of tools: safety, consideration of others: shared resources, concern for the environment</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Photographs and/or examples from life, such as societal issues in South Africa</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of artworks, e.g. societal issues
• The role of the artist as contributor and social commentator in society; current events and how these are expressed in art, craft, design and popular culture: personal meaning and recognition of images expressed in words; interpret, analyse and recognise symbolic language to talk about societal issues in South Africa
• Similarities and differences, respect and understanding of self and community</td></tr>
<tr><td>Topic 1 Create in 2D</td><td>Suggested contact time: 3 hours</td><td>Recommended resources
Photographs and/or examples from life, such as personal comment on societal issues in South Africa</td><td>Materials
2/3/4B pencils
Squares of paper</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements: shape, line, tone, texture
• Design principles: contrast, proportion, emphasis, unity
• Emphasis on the observation and interpretation of the wider visual world – societal issues in South Africa
• Understanding of images as symbols
• Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects
• Variation of paper size and format: different scale and degrees of detail</td></tr>
</table>

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 3</th><th>GRADE 8</th></tr>
<tr><td>Topic 1
Create in 2D</td><td>Suggested contact time: 2 hours</td><td>Recommended resources
Visual stimuli (e.g. seated model)</td><td>Materials
Wet drawing media: inks, dyes, food colouring, small brushes, etc., A2 paper</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements: shape, line, tone, texture
• Design principles: contrast, proportion, emphasis, unity
• Exploration of wet media for drawing
• Emphasis on the observation and interpretation of the seated model
• Variation of paper size and format: different scale and degrees of detail</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time: 1 hour</td><td colspan="2">Recommended resources
(e.g. drawings from previous project)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of own and others' artworks
• Description of own and others' artwork: Personal meaning and interpretation expressed in words
• Develop critical thinking and response</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time: 3 hours</td><td colspan="2">Recommended resources
Books, the library, interviewees, the internet (researching careers in the arts)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• The role of the artist in society: careers in the arts and design fields
• Express, identify/name, question and reflect through researching careers in visual arts and design using various sources, e.g. books, libraries, internet; formal written response or class presentation (could be group work)
• Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects</td></tr>
<tr><td>Topic 1
Create in 2D</td><td>Suggested contact time: 2 hours</td><td>Recommended resources
Photographs and/or examples from life, such as 2D products from world of work in learners' contexts</td><td>Materials
Appropriate materials for process and product</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in own work
• Drawing and painting: exploring a variety of appropriate media
• Design: experiments with art elements and design principles in design projects exploring surface decoration; fashion design, interior design, corporate design
• Variation of paper size and format: encourage working in different scale and degrees of detail</td></tr>
</table>

Topic 2 **Create in 3D**	**Suggested contact time**: 3 hours	**Recommended resources** Photographs and/or examples from life, such as 3D products from world of work in learners' contexts	**Materials** Recyclable materials: fabric off-cuts, beads, cardboard, braids, ribbons, sequins, etc., own selection

Content/concepts/skills

- Art elements and design principles: use in own work
- Design: experiments with art elements and design principles in three-dimensional design projects exploring surface decoration; fashion design etc.
- Spatial awareness: conscious experience of working with shapes in the construction process
- Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other)
- Use of tools: safety, consideration of others, sharing resources

SENIOR PHASE: VISUAL ARTS		TERM 4	GRADE 8
Topic 1 **Create in 2D**	**Suggested contact time**: 2 hours	**Recommended resources** Suitable visual stimuli (e.g. tonal drawing of crumpled fabric)	**Materials** 2/3B pencil, A3 paper
Content/concepts/skills • Art elements: shape, line, tone, texture • Design principles: balance, proportion, harmony, rhythm, emphasis, contrast • Emphasis on the observation and interpretation of the crumpled fabric • Extend various approaches to drawing: line, tone, texture; mark-making			
Topic 3 **Visual literacy**	**Suggested contact time**: 1 hour	**Recommended resources** Suitable visual stimuli (e.g. photographs of artworks on a chosen theme)	
Content/concepts/skills • Art elements and design principles: use in description of artworks • Emphasis on the learner's personal expression and interpretation: – personal meaning and recognition of images expressed in words • Wider world: learner's interests, the social world, current events and how these are expressed in art, craft, design and popular culture in the global world, e.g. use international, local, past and present examples • Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world			
Topic 1 **Create in 2D**	**Suggested contact time**: 4 hours	**Recommended resources** Suitable visual stimuli (e.g. visuals from a chosen theme)	**Materials** Oil pastels, tempera paint, appropriate own choice
Content/concepts/skills • Art elements and design principles: use in own artwork • Own and wider world: Emphasis on the observation and interpretation of the broader visual world • Planning and preparation: with guidance, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final projects			
Topic 1 **Create in 2D** Formal assessment project	**Suggested contact time**: 3 hours	**Recommended resources** Suitable visual stimuli (e.g. scraperboard on a chosen theme)	**Materials** White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/ board (approximately 20 x 20 cm)
Content/concepts/skills • Art elements: shape, line, tone, texture • Design principles: contrast, proportion, emphasis • Own and wider world: **e**mphasis on the observation and interpretation of the wider visual world. Themes to explore: observational projects (small objects and still life arrangements, life drawing), learner's interests, the social world, current events, art, craft, design and popular culture • Simple etching techniques: scraperboard, etching, drawing, scratching			

3.4.3 Visual Arts in Grade 9

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 1</th><th>GRADE 9</th></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Photographs of artworks (e.g. portraits)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in description of artworks
• Personal meaning and recognition of images expressed in words: express, identify/name, question and reflect through looking, listening and talking about portraits</td></tr>
<tr><td>Topic 1
Create in 2D</td><td>Suggested contact time: 4 hours</td><td>Recommended resources
photographs of artworks (e.g. portraits)</td><td>Materials
Tempera or acrylic paint, or oil pastels, A3 paper</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in own work
• Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation
• Emphasis on the observation and interpretation of the portrait</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in society</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Emphasis on the learner’s personal expression and interpretation
• Similarities and differences, respect and understanding of self and community; the arts as heritage
• Looking, listening and talking about role of artist as contributor, observer and social commentator in global society
• Personal meaning and recognition of images regarding the role of the artist in society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time: 2 hours</td><td colspan="2">Recommended resources
Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for research project on the role of the artist in society</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Develop research skills: Finding out about an artist/artwork/style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work)Emphasis on the learner’s personal expression and interpretation
• The role of the artist in society: role of artist as contributor, observer and social commentator in wider society</td></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
2 hour</td><td colspan="2">Recommended resources
Learners’ research findings: sharing and debating research</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Class presentations about the role of the artist in global society (could be group work)
• Emphasis on the learner’s personal expression and interpretation</td></tr>
</table>

SENIOR PHASE: VISUAL ARTS		TERM 2	GRADE 9
Topic 2 **Create in 3D**	**Suggested contact time**: 4 hours	**Recommended resources** Visual stimuli appropriate for chosen theme (e.g. Marquette for South African sculpture for public space)	**Materials** Paper mâché, off-cut cardboard for armature; own additional choice of materials
Content/concepts/skills • Art elements and design principles: use in own work • Construction and modelling techniques; good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) • Spatial awareness: conscious experience of working with shapes in the construction or modelling process • Emphasis is on imaginative representation; conscious use of space; spatial awareness: developing understanding of plane, depth and visual perspective. • Concern for the environment: use of recyclable materials			
Topic 1 **Create in 2D**	**Suggested contact time**: 4 hours	**Recommended resources** Visual stimuli of appropriate artefacts (e.g. still life to make public comment)	**Materials:** Tempera or acrylic paint in selected colour range; variety of brush sizes; A2 paper
Content/concepts/skills • Art elements and design principles: use in own work • Painting: deepen and extend colour-mixing, brush manipulation, personal interpretation • Emphasis on the observation and interpretation of the still life to make public comment			
Topic 1 **Create in 2D**	**Suggested contact time**: 2 hours	**Recommended resources** Appropriate visual stimuli (e.g. a logo using a South African motif)	**Materials** Recyclable and coloured paper; scissors and craft knives; glue and cardboard strips as glue applicators
Content/concepts/skills • Art elements and design principles: use in own design project to create a logo • Lettering and design projects: experimentation with images and text • Pattern-making – create own in collage (experiment with various repeat methods)			

SENIOR PHASE: VISUAL ARTS		TERM 3	GRADE 9
Topic 3 **Visual literacy**	**Suggested contact time**: 1 hour	**Recommended resources** Appropriate visual stimuli (e.g. social comment in works by printmaking artist, woodcuts, linocuts and etchings)	
Content/concepts/skills • Art elements and design principles: use in description of artworks • Emphasis on the learner's personal expression and interpretation of the role of the artist as contributor, observer and social commentator in wider society; personal meaning and recognition of images expressed in words • Discuss artworks to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others • Extend and deepen critical thinking and reflective ability			
Topic 1 Create in 2D	**Suggested contact time**: 4 hours	**Recommended resources** Appropriate visual stimuli (e.g. social comment in works by printmaking artist, woodcuts, linocuts and etchings to be explored in scraperboard)	**Materials** White wax crayon, black waterproof ink, black tempera paint, small amount of dishwashing liquid, simple etching tools (sharp found objects: nails, pins, compass points, etc.), stiff paper/ board (approximately 30 x 40 cm)
Contents/concepts/skills • Art elements and design principles: exploration in own scraperboard • Simple etching techniques, e.g. scraperboard; etching, drawing, scratching • Variation of paper size and format: encourage working in different scale and degrees of detail			
Topic 3 **Visual literacy**	**Suggested contact time**: 1 hour	**Recommended resources** Appropriate visual stimuli (e.g. art and design examples from popular culture, CD covers, cell phone wallpapers and computer screensavers)	
Content/concepts/skills • Art elements and design principles: use in description of examples of global popular culture • Emphasis on the learner's personal expression and interpretation • The role of the artist in society as contributor to global popular culture • Discussions on similarities and differences, respect and understanding of self and community; the arts as popular culture • Looking, listening and talking about art and design as popular culture; personal meaning and recognition of images expressed in words; interpret, analyse and recognise symbolic language			
Topic 1 **Create in 2D**	**Suggested contact time**: 4 hours		**Materials** Own choice of appropriate media
Content/concepts/skills • Design: experiments with art elements and design principles in two-dimensional design projects to create own example of popular culture • Formulation of personal values and respect for the opinions and visual expression of others • Planning and preparation: works independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final project of own example of popular culture • Extend manipulation of a variety of materials			

<table>
<tr><th colspan="2">SENIOR PHASE: VISUAL ARTS</th><th>TERM 4</th><th>GRADE 9</th></tr>
<tr><td>Topic 3
Visual literacy</td><td>Suggested contact time:
1 hour</td><td colspan="2">Recommended resources
Appropriate visual stimuli (e.g. showing the arts in 3D or the media making public commentary, e.g. puppets)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Emphasis on the learner’s personal expression and interpretation
• Global world: current events and how these are expressed in art, craft, design and popular culture, e.g. the ventriloquist puppet
• The role of the artist in society: role of artist as contributor, observer and social commentator in wider society
• Express, identify/name, question and reflect through looking, talking, listening and writing about the artist as social commentator through puppets; personal meaning and recognition of images expressed in words</td></tr>
<tr><td>Topic 2
Create in 3D</td><td>Suggested contact time: 4 hours</td><td>Recommended resources
Appropriate visual stimuli (e.g. making a ventriloquist puppet to show the arts in 3D making public commentary)</td><td>Materials
boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, beads, wire</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use to create ventriloquist puppet in 3D
• Planning and preparation: works independently, collects resources, visual information and makes preliminary drawings and sketches in preparation for the final puppet projects
• Construction and modelling techniques: good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other)
• Spatial awareness: conscious experience of working with shapes in the construction of a puppet
• Concern for the environment: use of recyclable materials
• Use of tools: safety, consideration of others, sharing resources</td></tr>
<tr><td>Topic 1A
Create in 2D</td><td>Suggested contact time:
2 hour</td><td colspan="2">Recommended resources
Appropriate visual stimuli (e.g. a model lying down)</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: use in life drawing of model
• Emphasis on the observation and interpretation of the model
• Deepen and extend various approaches to drawing: line, tone, texture; mark-making
• Variation of paper size and format: encourage working in different scale and degrees of detail</td></tr>
<tr><td>Topic 1B
Create in 2D
Choice of A or B as formal assessment project</td><td>Suggested contact time: 3 hours</td><td>Recommended resources
Appropriate visual resources, for example quality book illustrations, photographs for symbolic personal expression of belonging in the global world</td><td>Materials
Learners’ own choice of mixed media</td></tr>
<tr><td colspan="4">Content/concepts/skills
• Art elements and design principles: appropriate choice and use
• Drawing and painting: exploring a variety and combination of mixed media
• Possible inclusion of lettering and design projects, pattern-making
• Emphasis on the interpretation of own belonging in the global world</td></tr>
</table>

SECTION 4: ASSESSMENT

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

In Creative Arts the approach to assessment and feedback should be constructive and encouraging to build learners' confidence. Great care should be taken to avoid negative, hurtful or personal remarks. The emphasis in the Creative Arts in the Senior Phase should be mostly on practical assessments rather than written examinations.

Due to the short time allocated for each art form (1 hour per week), assessments must be part of learning and not seen as separate event.

4.2 INFORMAL DAILY ASSESSMENT

The purpose of assessment for learning is to continuously collect information on learners' achievements. This information is then used to improve their learning.

Informal assessment is the daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

The forms of assessment used should be appropriate for the age and developmental level of the learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Low	Repetitive skills in each art form	30%
Medium	Application of skills Analysis of artworks Written assignments requiring comprehension	40%
High	Creative work; synthesis of skills and knowledge into arts works; evaluation of arts works	30%

In Senior Phase, Creative Arts learners do formal assessments in each of their two selected art forms.

Practical work: Assessment should track progress through class observation of practical work and build up to a final practical assessment task in each art form in the fourth term.

Written work: Due to the shortage of time, written assessments are limited to one written assignment/test per art form per year and an end-of-year written examination paper.

4.4 PROGRAMME OF ASSESSMENT

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

In the Senior Phase, school-based assessment counts for 40% and the end-of-year examination count for 60%.

The requirements (number and nature of tasks) and weighting for Creative Arts are indicated below:

<table>
<tr><th colspan="4">PROGRAMME OF ASSESSMENT: CREATIVE ARTS</th></tr>
<tr><td colspan="2">Formal assessments
(SBA during the year)</td><td colspan="2">End-of-year examination</td></tr>
<tr><td colspan="2">40%</td><td colspan="2">60%</td></tr>
<tr><td colspan="2">• Assessment of practical work in two art forms 30%
• Assignment/written test in two art forms 10%</td><td colspan="2">• Performance/presentation in each art form 40%
• Written examination paper/s with questions from each selected arts form 20%</td></tr>
<tr><td colspan="4">Assessment per term</td></tr>
<tr><td>Term 1
<u>Practical assessment</u>
Art form 1: 10 marks (5%)
Art form 2: 10 marks (5%)

Total 10%</td><td>Term 2
<u>Written assignment or test</u>
Art form 1 10 marks (5%)
Art form 2 10 marks (5%)
<u>Practical assignment/test</u>
Art form 1: 10 marks (5%)
Art form 2: 10 marks (5%)
Total 20%</td><td>Term 3
<u>Practical assessment</u>
Art form 1: 10 marks (5%)
Art form 2: 10 marks (5%)

Total 10%</td><td>Term 4
<u>Practical examination</u>
Art form 1: 40 marks (20%)
Art form 2: 40 marks (20%)
<u>Written examination</u>
Art form 1: 20 marks (10%)
Art form 2: 20 marks (10%)

Total 60%</td></tr>
<tr><td colspan="4">Practical class work throughout the year should lead up to the final practical examinations in the two art forms.</td></tr>
</table>

It is recommended that assessment tasks be done in term 4 in each art form. Below are some examples of programmes of assessment and assessment instruments for practical work in each art form.

4.4.1 Dance (one of two arts forms)

Each arts form will carry a 50% weighting.

Suggested programme of assessment: Grade 7 Dance

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Technique and improvisation (space, time) 10 marks	**Practical:** Technique and improvisation (force, relationships) 10 marks **Written test:** Warming up, cooling down, elements of dance, terminology 10 marks	**Practical:** Technique and improvisation (short movement sentence around a theme) 10 marks	**Practical examination:** Performance of class work, group dance sequence and composition (South African theme) 40 marks **Written examination**: including elements, terminology, different dance forms and literacy 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

Suggested programme of assessment: Grade 8 Dance

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Technique and composition (locomotors and axial 10 marks	**Practical:** Technique, performance of popular dance and composition (time, relationships) 10 marks **Written test:** Terminology, purposes of warming up and cooling down, dance literacy – popular dance 10 marks	**Practical:** Technique and improvisation (space, force, relationships) 10 marks	**Practical examination:** Performance of class work and group dance and composition (gestures) 40 marks **Written examination:** including elements, terminology, social, community, popular dance; careers 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

Suggested programme of assessment: Grade 9 Dance

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Technique and composition (natural gestures, structure) 10 marks	**Practical:** Technique, Indigenous dance and composition (structure, relationships) 10 marks **Written test:** Principles of posture and alignment, terminology, dance literacy 10 marks	**Practical:** Technique, short fast dance sequence and composition (contrast, moods, themes) 10 marks	**Practical examination:** Performance of class work, group dance and composition (stimulus, structure) 40 marks **Written examination**: including comparison of different dance forms, dance literacy, dance elements, terminology, self-reflection 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

4.4.2 Drama (one of two art forms)

Each arts form will carry a 50% weighting.

Suggested programme of assessment: Grade 7 Drama

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 = 10	**Test:** Careers and basic drama elements (covered through practical work in terms 1 and 2) 20 marks ÷ 2 = 10 **and Performance**: choral verse **OR** folktale (group work) 20 marks ÷ 2 = 10	**Polished performance**: short improvised drama (group work) 20 marks ÷ 2 = 10	**Practical examination:** choral verse **OR** folktale (group work) 40 marks **and** **Written examination**: careers and elements of drama 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

Suggested programme of assessment: Grade 8 Drama

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 =10	**Test:** reflection on own and others' performance and drama elements (as practically explored) **OR** **Review** of a play/live performance seen 20 marks ÷ 2 =10 **Performance**: Poem **OR** Praise Poetry (individually and/or in groups) 20 marks ÷ 2 =10	**Polished performance**: short improvised drama (group work) with self-made technical resources 20 marks ÷ 2 =10	**Practical examination:** Dialogues **OR** Dramatised prose **OR** Indigenous storytelling (individually and/or in groups) 40 marks **Written examination:** Aspects of media and elements of drama 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

Suggested programme of assessment: Grade 9 Drama

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Classroom improvisation: Process and Performance (group work) 20 marks ÷ 2 =10	**Test:** Aspects of media OR **Review** of a play/live performance seen 20 marks ÷ 2 =10 **and Performance** Poetry (individual) **OR** **Dramatised prose** (individual) OR Monologue (individual) 20 marks ÷ 2 =10	**Polished performance**: short improvised drama (group work) with self-made technical resources 20 marks ÷ 2 =10	**Practical examination:** Scene Work OR Radio Drama 40 marks **and Written examination:** Elements of drama (as practically explored), reflection on own and others' performance 20 marks	
10 marks	20 marks	10 marks	60 marks	**100 marks**

4.4.3 Music (one of two art forms)

Each arts form will carry a 50% weighting

Suggested programme of assessment: Grade 7 Music

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Solo/group work performance 20 marks ÷ 2 =10	**Test/assignment**: Music literacy activities 20 marks ÷ 2 =10 **Practical:** Solo and group work 20 marks ÷ 2 =10	**Practical:** Solo and ensemble work 20 marks ÷ 2 =10	**Practical examination:** Solo and group work; playing and improvising 40 marks **and Written examination:** General music knowledge and music theory, 20 marks	
10	20	10	60	100 marks

Suggested programme of assessment: Grade 8 Music

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Solo/group work performance 20 marks ÷ 2 =10	**Test/assignment**: Music literacy activities 20 marks ÷ 2 =10 **Practical:** Solo and group work 20 marks ÷ 2 =10	**Practical:** Solo and group work 20 marks ÷ 2 =10	**Practical examination:** Solo and ensemble work; playing and improvising 40 marks **and Written examination:** General music knowledge and music theory, 20 marks	
10	20	10	60	100 marks

Suggested programme of assessment: Grade 9 Music

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Solo/group work performance 20 marks ÷ 2 =10	**Test/assignment**: Music literacy activities 20 marks ÷ 2 =10 **Practical:** Solo and group work 20 marks ÷ 2 =10	**Practical:** Solo and group work 20 marks ÷ 2 =10	**Practical examination:** Solo and group work; playing and improvising 40 marks **Written examination:** General music knowledge and music theory 20 marks	
10	20	10	60	100 marks

4.4.4 Visual Arts (one of two art forms)

Each art form will carry a 50% weighting

Suggested programme of assessment: Grade 7 Visual Arts

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Create in 3D: earthenware figures	**Essay/presentation:** Visual Literacy: investigation of local crafter	**Practical**: Create in 2D: collage of buildings as heritage	**Examination:** Create in 2D: life drawing and painting with written reflection on use of art elements and design principles	
10	20	10	60	100

Suggested Assessment Programme: Grade 8 Visual Art

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Practical: Create in 3D: Mythological container	**Assignment:** Create in 2D: drawing: personal comment on societal issue	**Essay/presentation:** Visual Literacy: Careers in the arts	**Examination:** Create in 2D: scraperboard with written reflection on use of art elements and design principles	
10	10	20	60	100

Suggested Assessment Programme: Grade 9 Visual Art

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL MARKS
Presentation Visual Literacy: The role of the artist in global society:	**Practical:** Create in 3D: Marquette for SA public space	**Practical:** Create in 2D: personal example of popular culture	**Examination:** Life drawing with written reflection on use of art elements and design principles OR global theme	
20	10	10	60	100

4.5 RECORDING AND REPORTING

Recording is a process whereby the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress in obtaining the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways, such as report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

NOTE: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet and report percentages or codes against the subject on the learners' report cards.

Here are examples of recording schedules for Grades 7, 8 and 9 with two art forms

An example of an annual Grade 7, 8 and Grade 9 Recording Schedule

	ART FORM 1							**ART FORM 2**						
Criteria	Term 1	Term 2	Term 3	Term 4 Practical	Term 4 Written	**Total arts form 1**		Term 1	Term 2	Term 3	Term 4 Practical	Term 4 Written	**Total arts form 2**	**Creative Arts Total**
Maximum marks	10	20	10	40	20	100		10	20	10	40	20	100	200 divided by 2
Names of learners														

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Since Senior Phase assessment is school based, it is very important for provincial and national departments to set standards across provinces and across schools.

Creative Arts moderation should include:

- cluster standard setting;
- internal moderation by the school management team;
- sample face moderation of practical work on site for Grade 7 – 9; and
- external cluster moderation in Grade 9.

Standard setting, face moderation and cluster moderation can be conducted by lead teachers or by district/provincial officials.

4.7 ANNEXURES

Below are examples of practical assessment instruments for each art form. These can be adapted to particular practical tasks.

Annexure A: Example of a Grade 9 Practical Dance formal assessment instrument

ASSESSMENT CRITERIA	Possible marks	Learner 1	Learner 2	Learner 3	Learner 4
Classwork					
• Memory of exercises and movements	5				
• Safe use of the body (posture, alignment, safe landings)	5				
• Fitness (strength, stamina, flexibility)	5				
• Level of complexity reached	5				
Group sequence or dance					
• Quality of movement (coordination, control, musicality, level of complexity, commitment to movement, attention to detail, focus)	5				
• Team work (timing, spatial awareness)	5				
Improvisation and choreography					
• Use of dance elements	2				
• Use of composition structures	2				
• Inventiveness	2				
• Confidence in improvising and composing	2				
• Working with others	2				
Total marks	40				

Annexure B: Example of a Grade 9 Practical Visual Arts formal assessment instrument

EXAMPLE OF A VISUAL ARTS ASSESSMENT INSTRUMENT ASSESSMENT CRITERIA	Possible marks	Learner 1	Learner 2	Learner 3	Learner 4
Class work (life drawing)					
• Learner's use of art elements: line, shape, tone	10				
• Learner's exploration of design principles: proportion, emphasis, contrast	10				
• Learner's personal interpretation of the subject	10				
• Learner's exploration of composition: placement within format	10				
Total marks	40				

Annexure C: Example of a Grade 9 assessment rubric for a drama performance

CRITERIA	10 – 8	6 – 7	4 – 5	1 – 3
Script embraces dramatic elements such as tension, symbols and timing	Outstanding use of dramatic elements.	Good use of dramatic elements.	Fair use of dramatic elements.	Poor use of dramatic elements.
Script is creative, original and exciting	Exceptionally creative and exciting.	Creative and exciting.	Fairly creative and exciting.	Not very creative and exciting.
Group worked well together and all contributed to the success of the script as a performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Performance is delivered confidently to class, with good delivery techniques; keeps class entertained and educates	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Characterisation is convincing	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
Costumes, props, sets, lights contribute to a successful performance	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
An awareness of the target audience and its needs is demonstrated	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.
The performance captures the theme of the play	Exceeds expectations.	Meets expectations well.	Satisfies expectations but in a limited fashion.	Does not meet expectations.

4.8 GENERAL

This document should be read in conjunction with:

4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and

4.8.2 The policy document, *National Protocol for Assessment Grades R – 12.*